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THE
ACCIDENCE;
OR
FIRST RUDIMENTS
OF
ENGLISH GRAMMAR.

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ACCIDENCE;
OR
FIRST RUDIMENTS
OF
ENGLISH GRAMMAR.

Designed for the USE of YOUNG LADIES.

BY ELLIN DEVIS.

THE FIFTH EDITION,
With considerable ADDITIONS.

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ACQUIDEMO

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И О Д И О Л

and some of the islands of the West Indies, and the coast of South America.

JOURNAL OF CLIMATE

and of Schools and Towns etc. to go
into their views to agents of mankind
as it relates to the Country to them
belonging. **T H E** to **P R E F A C E.**

A Grammatical Study of our own
Language, is at present thought
so essential a Part of Education, that, it
is presumed, very little Apology can be
requisite for attempting to render that
Study less difficult to Children.

The following Pages are not offered
as entirely new; the greatest Part is se-
lected from the Works of our best Gram-
marians. The Author is, however, con-
vinced, from Observation, that most of
the Grammars, which have hitherto ap-
peared, are either too abstruse, and much
above the Comprehension of Children,
or,

or, on the contrary, too concise to “ enable them to judge of every Phrase and Form of Construction, whether it be right or not, which (as Bp. *Lowth* observes) is the principal Design of a Grammar.” To obviate the Difficulties the Author herself has met with, she has drawn up this English Accidence, (wherein the Rules of Grammar are laid down, and illustrated by Examples) the Perspicuity and Simplicity of which, she flatters herself, may render it of Use, particularly in Schools.

There are so many Spelling Books and Dictionaries extant, that it did not seem necessary to add any particular Remarks on Orthography, and Profody; indeed, very few positive Rules can be given, either for Spelling, or Pronunciation: The former will be learned in the best Manner by verbal Instruction and Practice; the latter, by an Attention to the best Readers.

Besides,

Besides, the Intent of this little Book, is only to point out the Properties of the several Parts of Speech, and their Dependence on each other, so as to enable the learner to parse an Exercise; which will, perhaps, be found the easiest and most effectual Method of teaching: For, when Children are thus accustomed to name readily the Part of Speech of every Word, and the Nominative Case to every Verb, they more perfectly comprehend and remember those Rules, which, when only learned by rote, make but a slight Impression on the Memory, and are, probably, seldom well understood by them.

Some Remarks on Syntax are inserted at the End of each Chapter to which they refer.—A Rule is likewise added, to know how to distinguish the several Parts of Speech, to the Explanation of them, in order to facilitate the Exercise of Parsing from the Beginning.—The other

other Chapters may be readily referred to as Occasion requires.

The Appendix contains Sentences put into bad English, in order to exercise the Memory and Judgment of the Learner, with Figures referring to the Pages where the Rule and an Example of the right Construction may be found; and some Maxims and Reflections for the Purpose of Exercises in Parsing and Ellipsis.

Upper Wimpole-Street,

Nov. 1786.

Some Remarks on Grammar as it is now taught in the English Schools is intended to follow—A Rule is given with each of the words to be learned, in order to facilitate the exercise of the Pupil in the use of the language. The

THE

THE
ACCIDENCE.

WHAT is Grammar?
Grammar is the art of using words according to certain established rules.

What is the difference between Grammar in general, and the English Grammar?

Grammar in general, or universal Grammar, explains the principles which are common to all languages.

The Grammar of any particular language, as the English Grammar, applies those common principles to that particular language, according to the established custom of it.

Into how many parts is Grammar usually divided?

Into four parts, viz.

ORTHOGRAPHY, which teaches the true spelling of words.

ETYMOLOGY, which treats of the different sorts of words, (or parts of speech) and their derivations and variations.

SYNTAX, which teaches us how to join words together in a sentence.

PROSODY, which teaches the rules of punctuation, and versification.

OF ETYMOLOGY.

HOW many kinds of words are there in the English language?

There are in English ten sorts of words ; or, as they are commonly called, Parts of Speech.

1. The ARTICLE, which is placed before Substantives, to point them out, and to shew how far their signification extends.—There are two, the words *a* or *an*, and *the*.

2. The SUBSTANTIVE, or Noun, which is the name of any thing that exists, or of which we have any notion ; so that whatever can be heard—seen—smelt—tasted—felt—understood—or made the subject of discourse, is a Substantive, or Noun.

You may know a Substantive by prefixing an Article, or the words—speak of—to any word concerning which you are in doubt : If the phrase make sense, the word is a Substantive ; as, *a book*, *the sun*, *an apple* ; or *I speak of goodness*—*of happiness*.

3. The PRONOUN, which is used instead of a Noun or Substantive, in order to avoid the too frequent repetition of the same word ; as, *I* for my name ; *she*, instead of a repetition of her name.

4. The ADJECTIVE, which is added to the Substantive to express the quality—form—number—or any other property belonging to it ; as, *pretty*—*little*—*good*.

You

You may know if a word be an Adjective by adding *thing* to it; as, *a good thing*; or any known Substantive, as, *a good cake, a large apple*; or by asking the question *what?* by which you will distinguish its Substantive likewise; as, *good what?* *Good child.*

5. The VERB is a word whereby something is represented as existing; as, *I am*; acting; as, *I do, I play, I eat, I read*; or being acted upon; as, *I am taught.*

You may know a Verb by prefixing *to*, to the word concerning which you are enquiring; as, *teach, to teach; learn, to learn.* Or, whatever word makes a compleat sentence with a Noun or Pronoun is a Verb; as, *the bird sings, she laughs.*

6. The PARTICIPLE, which is derived from a Verb, and partakes of the nature both of the Verb and the Adjective; as for example: *Learned* is a Participle when joined to an Auxiliary or helping Verb; as, *I have learned my lesson*; but when it is used without any relation to time, as *a learned man*, it is an Adjective.

7. The ADVERB, which may be joined to a Verb; as, *He reads well*; or to an Adjective; as, *a truly good man*; or to a Participle; as, *She is secretly plotting*: and sometimes to another Adverb, to express the quality or circumstance of it; as, *He writes very correctly.*

Adverbs generally end in *ly*; as, *mercifully, foolishly*; and answer to the questions *How? How much? When? Where.*

8. The PREPOSITION, put before Nouns and Pronouns chiefly, to connect them with other words, and to shew their relation to those words.

You may know a Preposition, because it admits of a personal Pronoun in the Objective Case, or a Substantive to follow it; as for example; “*With me*; *Beneath them*; she went *from* London, *through* Greenwich, *to* Blackheath.”

9. The CONJUNCTION, that joins words and sentences together, “*as Charlotte and Louisa play together.*”—*Maria, Lætitia, and Caroline run*; which may be resolved into three Sentences; as *Maria runs*, *Lætitia runs*, and *Caroline runs*.

10. The INTERJECTION, that expresses some passion of the mind; as, *Alas!* *Ob!* &c. It is usually followed by a note of admiration.

EXAMPLE.

THE	an Article.
WORTHY	an Adjective.
EMPEROR	a Substantive.
TITUS,	a Substantive.
RECOLLECTING	a Participle.
ONCE	an Adverb.
AT	a Preposition.
SUPPER,	a Substantive.
THAT	a Conjunction.
DURING	a Preposition.
THAT	a Pronoun.
DAY	a Substantive.
HE	a Pronoun.

HAD

HAD	a Verb.
NOT	an Adverb.
DONE	a Verb.
ANY BODY	a Substantive.
A	an Article.
KINDNESS;	a Substantive.
ALAS!	an Interjection.
MY	a Pronoun.
FRIENDS,	a Substantive.
SAID	a Verb.
HE,	a Pronoun.
I	a Pronoun.
HAVE	a Verb.
LOST	a Participle.
A	an Article.
DAY.	a Substantive.

Again,

sub. conj. sub. prep. adj. sub. verb.
 Honour and shame from no condition rise;
verb. adv. pro. sub. adv. adj. art. sub. verb.
 Act well your part, there all the honour lies.

OF ARTICLES.

WHAT is an Article?

An Article is a word prefixed to a Substantive, to limit or determine its signification.

How many Articles are there in the English language?

Two; *a* or *an*, and *the*.

What is the use of the Article *a* or *an*?

The indefinite Article *a* or *an* serves to point out one single person, or thing, as *a girl*, *a useful book*. It is called the indefinite Article, because it does not determine what particular person or thing is meant; as *a child*, signifies any child whatsoever; *a book*, any sort of book. *A* or *an* is placed only before Substantives of the singular number.

Is there any exception to this Rule?

There is a remarkable exception to this Rule, in the use of the Adjectives *few* and *many*; which, though joined with plural Substantives, yet admit of the singular Article *a*; as *a few cherries*, *a great many apples*, *a thousand*.

When is the Article *a* used?

The Article *a* is used before Substantives beginning with a consonant; as, *a glove*, *a book*.

When is the Article *an* used?

The Article *an* is used before Substantives beginning with a Vowel; as, *an apron*, *an urn*, *an ingenious man*. Or with *h* mute; as, *an hour*.

What is the use of the Article *the*?

The definite or demonstrative Article *the* determines what particular person or thing is meant; as, *That is THE person of whom I speak*. *This is THE book which I intend to lend to you*. Hence it is called the definite, or demonstrative Article.

Is the Article *the* used before Substantives of the plural, or of the singular number?

The Article *the* is set before Substantives both of the singular and plural number, because we can speak determinately, as well of many as of one particular person or thing; as for example, *THE child*, *THE children*. *THE book*, *THE books which I bought*.

Are no Substantives used without Articles?

Yes: Substantives proper, or proper names; as *Alexander*, *London*, &c. and abstract names; as *virtue*, *vice*, *good-nature*, *beauty*.

Though the Articles are sometimes joined to proper names by way of distinction or eminence; as, *He is A Titus*, that is, a person as worthy as Titus. *THE Howards*, that is, the family of the Howards; or, *He is AN Alexander*, that is, a man as brave as Alexander; *THE Cæsars*, that is, the Roman emperors of the name of Cæsar.

And also when some Substantive is understood, as *THE Thames*, that is, the river Thames.

Are the Articles ever used before any other of the parts of speech?

The Article may be placed before the Adjective, when it precedes its Substantive; as, *AN excellent book*; *THE better day the better deed*.

And the definite Article *the* is sometimes set before Adverbs in the comparative, or superlative degree; as, *THE sooner*, *THE later*; *THE oftener I read Thomson's Seasons*, *THE more I admire them*; *She*

is THE most happy girl I know, and I believe likewise that she is THE best.

Are there not some Substantives which never admit the Article?

Yes: words taken in the largest and most unlimited sense; as, MAN is a rational creature, that is, all men without exception. *The proper study of mankind is MAN.*

OF SUBSTANTIVES.

WHAT is a Substantive?

A Substantive, or Noun, is the name of any thing that exists, or of which we have any notion; so that whatever can be heard, seen, smelt, tasted, felt, understood, or made the subject of discourse, is a Substantive.

How many kinds of Substantives are there?

Two; proper, and common.

What is a Substantive proper?

A Substantive proper is the name of any particular person, as *John*; of a river, as the *Thames*; or of a city, as *London*.

What is a Substantive common?

A Substantive common is the name of things in general, as a *tree*, a *house*.

Are there any other kind of Substantives?

Yes: Nouns or Names may be farther subdivided into Collective, or Names of Multitude; as, *societies*,

cieties, communities, &c. *Ex.*—*the people, an army, the clergy.*—Abstract; which belong to qualities, passions, &c. *Ex.*—*wisdom, prudence, envy, emulation.*—Derivatives; which proceed from the proper, as from *City, Citizen; Rome, Roman; Art, Artist.*—Verbal; derived from Verbs, as from *to dance, Dancing; to walk, Walking.*

OF N U M B E R.

What is Number?

It is the distinction of one from many.

How many numbers are there?

Two; the singular, and the plural.

How is the singular number known?

It speaketh but of one, as an *apple.*

How is the plural number known?

It speaketh of more than one, as *apples.*

How is the plural number formed?

The plural number is usually formed by adding *s* to the singular; as, *apple, apples; book, books, &c.*

Are there many exceptions?

Yes: If the Singular end in *s, x, ch, or sh*, the Plural is formed by adding *es.*

E X A M P L E S.

Sing.

Plur.

Miss,

Misses,

Peach,

Peaches,

Sing.

Box,

Brush,

Plur.

Boxes.

Brushes.

Does adding the letter *s*, increase the number of syllables?

B 5

Not

Not in general; but it does in words which end in *ce*, *ge*, *se*, and *ze*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Price</i> ,	<i>Pri-ces</i> .	<i>Purse</i> ,	<i>Pur-ses</i> .
<i>Cage</i> ,	<i>Ca-ges</i> .	<i>Prize</i> ,	<i>Pri-zes</i> .

If a Substantive in the singular number end in *f*, or *fe*; how do you form the plural?

By changing the *f*, or *fe*, into *ves*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Calf</i> ,	<i>Calves</i> .	<i>Life</i> ,	<i>Lives</i> .
<i>Half</i> ,	<i>Halves</i> .	<i>Loaf</i> ,	<i>Loaves</i> .
<i>Knife</i> ,	<i>Knives</i> .	<i>Wife</i> ,	<i>Wives</i> .

and *staff*, which in the Plural is *staves*.

Are there any exceptions?

Yes, the following, viz.

<i>Cbief</i> .	<i>Grief</i> .	<i>Mischbief</i> .	<i>Roof</i> .
<i>Cliff</i> .	<i>Handkerchief</i> .	<i>Proof</i> .	<i>Ruff</i> .
<i>Cuff</i> .	<i>Hoof</i> .	<i>Puff</i> .	<i>Stuff</i> .
<i>Dwarf</i> .	<i>Muff</i> .		

which take *s*, to make the Plural.

How do Substantives ending in *y*, with a Consonant before it, form their Plurals?

By changing the *y* into *ies*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Lady</i> ,	<i>Ladies</i> .	<i>Cherry</i> ,	<i>Cherries</i> .

Are there not some Substantives which take *en* or *ren* to make their Plurals?

Of Substantives.

11

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Child</i> ,	<i>Children</i> ,	<i>Ox</i> ,	<i>Oxen</i> .
<i>Brother</i> ,	<i>Brothers</i> , or <i>Bretbren</i> .		

but *bretbren* is seldom used, except in books of divinity, or in a burlesque sense.

MAN, and all its compounds, form their Plural, by changing the *a* into *e*; as,

Sing.	Plur.	Sing.	Plur.
<i>Man</i> ,	<i>Men</i> .	<i>Woman</i> ,	<i>Women</i> .
<i>Footman</i> ,	<i>Footmen</i> .	<i>Statesman</i> ,	<i>Statesmen</i> .

Some words taken from foreign languages retain their original Plurals; as,

Sing.	Plur.	Sing.	Plur.
<i>Cberub</i> ,	<i>Cberubim</i> .	<i>Seraph</i> .	<i>Seraphim</i> .
<i>Beau</i> ,	<i>Beaux</i> .	<i>Pbænomenon</i> ,	<i>Pbænomena</i> .
<i>Erratum</i> ,	<i>Errata</i> .	<i>Radius</i> ,	<i>Radii</i> .

and many others.

Are not the Plurals of some Substantives irregular?

Yes, the following, viz.

Sing.	Plur.	Sing.	Plur.
<i>Die</i> ,	<i>Dice</i> .	<i>Mouse</i> ,	<i>Mice</i> .
<i>Foot</i> ,	<i>Feet</i> .	<i>Penny</i> ,	<i>Pence</i> .
<i>Goose</i> ,	<i>Geese</i> .	<i>Tooth</i> ,	<i>Teeth</i> .

Dice is used as the Plural by gamesters; a *Die*, used by coiners, takes the regular Plural *Dies*.

Have all Substantives a singular and a plural number?

No: some words have no Singular; as,

<i>Abes,</i>	<i>Entrails,</i>	<i>Scissars,</i>	<i>Thanks,</i>
<i>Bellows,</i>	<i>Lungs,</i>	<i>Sheers,</i>	<i>Tongs,</i>
<i>Bowels,</i>	<i>News,</i>	<i>Snuffers,</i>	<i>Wages, &c.</i>

Others have no plural number, as the proper names of

Men, as <i>John</i> ;	Countries, as <i>Wales</i> ;
Cities, as <i>London</i> ;	Mountains, as <i>Etna</i> ;
Rivers, as <i>the Thames</i> ;	likewise the <i>Earth</i> :

The names of virtues, as *generosity, truth*; vices, as *avarice, falsehood*; metals, as *gold, silver, &c.* have no plural number.

The names of most sorts of herbs, as *asparagus, grass, mint, spinage, balm, marjoram, parsley, sage*, are used only in the singular, a few excepted; such as,

Sing.	Plur.	Sing.	Plur.
a <i>Nettle</i> ,	<i>Nettles</i> .	a <i>Poppy</i> ,	<i>Poppies</i> .
a <i>Lily</i> ,	<i>Lilies</i> .	a <i>Cabbage</i> ,	<i>Cabbages</i> .

And the names of several sorts of corn and pulse; as *barley, wheat, rye*; except *bean*, the plural of which is *beans*, and *pea, peas*.

Bread, beer, ale, boney, milk, butter, &c. have no plural.

OF CASES.

How many Cases are there in the English language?

A Substantive doth not properly admit of more than

than two Cases ; the Nominative and the Genitive.

What is the Nominative Case ?

The Case in which a thing is simply mentioned, or the name itself ; as a *boy*, *Charles*, a *girl*, *Charlotte*, a *book*.

How do you know the Nominative Case ?

By asking the question *who* ? *which* ? or *what* ?

Can you give me any examples ?

Yes : *Girls love play*. Who love play ? Answer, *girls*. *Girls* is the Nominative Case. Sometimes an Infinitive Mood answers as the Nominative Case to the Verb ; as, *to be idle is naughty*. What is naughty ? Answer, *to be idle*.

Sometimes a sentence supplies the place of the Nominative Case ; as, *The habit of rising early conduces to health*. What conduces to health ? Answer, *the habit of rising early*.

What is the Genitive Case ?

The Genitive Case implies Property, or Possession ; as, *Charlotte's book* : hence it is frequently called the Possessive Case.

How may the Genitive, or Possessive Case, be known ?

By its having the word *of* before it. Example, *The picture of the king* : or by the addition of *s* with an apostrophe, as, *The king's picture*.

When the word ends in *s*, the Genitive may be the same as the Nominative. Example, “ *For righteousness sake*.”

To Plurals ending in *s* the apostrophe only is added to form the Genitive, as, “*On eagles’ wings: The soldiers’ courage.*”

The *s* is sometimes omitted after proper names ending in *x*, or *s*, as, “*Felix’ room; Peleus’ son.*”

When several names are coupled together in the Possessive Case, the apostrophe with *s* may be joined to the last of them, and omitted to the others, as, *Eliza, Ann, and Mary’s book.*

O F G E N D E R.

What is Gender?

Gender is the distinction of Nouns according to their sex.

How many Genders are there?

Three; the Masculine, the Feminine, and the Neuter.

What Nouns are of the Masculine Gender?

All those which signify males; as, a *father*, a *son*: and the following words, when personified, are considered as masculines: *sun, time, death, sleep, love.*

What Nouns are of the Feminine Gender?

All Nouns which signify females; as, a *mother*, a *girl*: *virtue* and *vice*, the *soul*, the *earth*, the *moon*, the *church*, *religion*, *nature*, *fortune*, *ship*, *vessel*, *gun*, and the names of *countries* and *cities*, are considered likewise as feminine.

What Nouns are of the Neuter Gender?

All Nouns that signify things without life; which

have no sex at all ; as an *house*, a *garden*, a *stick*, a *stone*.

Have all Nouns these distinctions ?

No : there are some Nouns common to both sexes, which are called Epicenes ; as, a *sparrow*, a *cat*, a *servant*.

How then is the Sex or Gender distinguished ?

The Sex or Gender is distinguished by the addition of another Substantive ; as, a *man servant*, a *maid servant*, a *cock sparrow*, a *hen sparrow* ; or by the pronouns *he* or *she* ; as, *he goat*.

Do we not sometimes use different words to express the difference of sex ?

Yes ; as,

Male.	Female.	Male.	Female.
<i>Bachelor</i> ,	<i>Maid.</i>	<i>Husband</i> ,	<i>Wife.</i>
<i>Boar</i> ,	<i>Sow.</i>	<i>King</i> ,	<i>Queen.</i>
<i>Boy</i> ,	<i>Girl.</i>	<i>Lad</i> ,	<i>Lass.</i>
<i>Bridegroom</i> ,	<i>Bride.</i>	<i>Lord</i> ,	<i>Lady.</i>
<i>Brother</i> ,	<i>Sister.</i>	<i>Man</i> ,	<i>Woman.</i>
<i>Buck</i> ,	<i>Doe.</i>	<i>Master</i> ,	<i>Mistress.</i>
<i>Bull</i> ,	<i>Cow.</i>	<i>Milster.</i>	<i>Spawner.</i>
<i>Bullock</i> ,	<i>Heifer.</i>	<i>Nephew.</i>	<i>Niece.</i>
<i>Cock</i> ,	<i>Hen.</i>	<i>Ram.</i>	<i>Ewe.</i>
<i>Dog</i> ,	<i>Bitch.</i>	<i>Sloven.</i>	<i>Slut.</i>
<i>Drake</i> ,	<i>Duck.</i>	<i>Son.</i>	<i>Daughter.</i>
<i>Father</i> ,	<i>Mother.</i>	<i>Stag.</i>	<i>Hind.</i>
<i>Friar</i> ,	<i>Nun.</i>	<i>Uncle.</i>	<i>Aunt.</i>
<i>Gander</i> ,	<i>Goose.</i>	<i>Widower.</i>	<i>Widow.</i>
<i>Horse</i> ,	<i>Mare.</i>	<i>Wizard.</i>	<i>Witch.</i>

Do we not in some words express the gender by changing the termination?

Yes, the Feminine of some Substantives is formed by changing the termination or end of the Masculine into *ess*; as,

Male.	Female.	Male.	Female.
<i>Abbot,</i>	<i>Abbess.</i>	<i>Emperor,</i>	<i>Empress.</i>
<i>Actor,</i>	<i>Actress.</i>	<i>Governor,</i>	<i>Governess.</i>
<i>Ambassador,</i>	<i>Ambassador.</i>	<i>Hunter,</i>	<i>Huntress.</i>
<i>Duke,</i>	<i>Duchess.</i>	<i>Marquis,</i>	<i>Marchioness.</i>
<i>Elector,</i>	<i>Electress.</i>	<i>Prince,</i>	<i>Princess.</i>

Is not the Feminine of some Substantives formed by adding *ess* to the Masculine?

Yes; the following:

Male.	Female.	Male.	Female.
<i>Baron,</i>	<i>Baroness.</i>	<i>Prior,</i>	<i>Prioress.</i>
<i>Count,</i>	<i>Countess.</i>	<i>Poet</i>	<i>Poetess.</i>
<i>Heir,</i>	<i>Heiress.</i>	<i>Prophet,</i>	<i>Prophetess.</i>
<i>Jew,</i>	<i>Jewess.</i>	<i>Shepherd,</i>	<i>Shepherdess.</i>
<i>Lion,</i>	<i>Lioness.</i>	<i>Tutor,</i>	<i>Tutress.</i>
<i>Patron,</i>	<i>Patroness.</i>	<i>Viscount,</i>	<i>Viscountess.</i>

Do not some Substantives of the Masculine Gender change the termination into *ix* to form the Feminine?

Yes; viz.

Male.	Female.
<i>Administrator,</i>	<i>Administratrix.</i>
<i>Executor,</i>	<i>Executrix,</i>
<i>Hero, makes Heroine.</i>	

INCIDENTAL REMARKS

Relating to the Construction of Sentences, or, as it is usually called, SYNTAX; in which may be considered, the Concord or Agreement; the Regimen or Government; and the Position of Words.

CONCORD. One Word is said to *agree* with another, when it is required to be in the same Case, Number, Gender, or Person.

GOVERNMENT. One word is said to *govern* another, when it causes the other to be in some particular Case, or Mode.

A SUBSTANTIVE, or Noun of Multitude that signifies many, may have the Verb and Pronoun agreeing with it, either in the singular or plural Number; yet not without attending to the meaning of the word; as, *My PEOPLE DO not consider*; *The ASSEMBLY WAS very numerous.*

Two or more Nouns of the singular Number, having a Copulative Conjunction between them, agree with a Verb in the plural Number; as, *Judy and Patty ARE good girls*; *Demosthenes and Cicero WERE great orators*; *poetry, painting, and music, AFFORD an innocent and noble entertainment.*

OF PRONOUNS.

WHAT are Pronouns?

Pronouns are words which are used instead of Nouns, in order to avoid repetition.

How many sorts of Pronouns are there?

Six; viz.

Personal.

Demonstrative.

Possessive.

Definitive *.

Relative.

Distributive.

What do you mean by the Cases of Pronouns?

A Case, in Grammar, expresses the variations of a word.

Have not some Pronouns a Case peculiar to themselves?

Yes, the Objective Case, which is used after most Verbs and Prepositions; as, *to me, for them.*

What is a Personal Pronoun?

A Personal Pronoun partakes of the nature of a Substantive, and is used instead of a Noun, or Substantive, as its substitute or representative.

Wherein do Personal Pronouns differ from Nouns?

* See Lowth's Grammar, and Harris's Hermes.

By their having a Case peculiar to themselves, i. e. the Objective Case, which is used after most Verbs and Prepositions ; as, *to me, for them.*

The Nominative Case may be called the leading State, by its being placed before the Verb ; and the Objective Case, the following State of the Pronouns, by its being always set after the Verbs or Prepositions ; as, *He commends you, or them.*

Are there no exceptions ?

Yes ; the Verb *TO BE* has always a Nominative Case after it ; as, *It was I who wrote the letter,* and not *It was ME,* unless the Verb be in the Infinitive Mood ; and then it requires the Objective Case after it ; as, *Though you took it to be ME.*

Is not the Preposition sometimes omitted ?

The Prepositions *to* and *for* are frequently omitted, though they are understood ; as, *Give me the book,* i. e. Give to me the book. *Get me some paper,* i. e. Get for me some paper.

How many persons are there in each number ?

Three in the singular, and three in the plural number ; because whatever is spoken, is said either of ourselves, to another, or of a third person.

Which are the Personal Pronouns ?

The Personal Pronouns are, for the

	<i>Singular.</i>	<i>Plural.</i>
1st. person	I.	1st. We.
2d.	Thou, or You,	2d. Ye, or You.
3d.	He, She, It.	3d. They.

Is

Is the word *it* a Personal Pronoun?

The Pronoun *it* is properly a Neuter Pronoun, being applied to things, not to persons.

How are Personal Pronouns declined?

Thus.

Singular.		Plural.	
Nominative, or leading, State.	Objective, or following, State.	Nominative, or leading, State.	Objective, or following, State.
1. <i>per.</i> I.	Me.	1. <i>per.</i> We.	Us.
2.	Thou. Thee.	2.	Ye, or You. You.
3. <i>Masc.</i> He.	Him.	3.	They. Them.
<i>Fem.</i> She. Her.			

Which are the * Possessive Pronouns?

The Possessive Pronouns are,

Sing. My,	Plur. Our.
Thy,	Your.
His, Her, Its,	Their.

They are called Possessive Pronouns, because they generally signify Possession; as for example, *My book*, that is, the book belonging to me.

The Possessive Pronouns are likewise sometimes used to express the cause or author of a thing; as,

* Pronouns Possessive (indicating *property* or *possession*) might not improperly have been called the *Genitive* Cases of their corresponding *Personal* Pronouns, were it not that their formation is not analogous to that of the Genitive Cases of other words. *Priestley's Notes*, page 86. See likewise *Lowell's Grammar*, page 34.

this is your doing; that is, *you* are the cause or occasion of this.

Are the Possessive Pronouns ever declined?

Yes, when they are separated from their Substantives by a Verb, or when they are used without their Substantives; as for example:

My becomes *mine* *.

This is my book. *This book is mine.* *This is mine.*

Thy becomes *thine*.

That is thy glove. *That glove is thine.* *That is thine.*

His is always the same.

This is his bat. *This bat is his.* *This is his.*

Her becomes *hers*.

That is her fan. *That fan is hers.* *That is hers.*

Our becomes *ours*.

That is our house. *That house is ours.* *That is ours.*

Your becomes *yours*.

This is your horse. *This horse is yours.* *This is yours.*

Their becomes *theirs*.

This is their coach. *This coach is theirs.* *This is theirs.*

* *Mine* and *thine* were formerly used instead of *my* and *thy*, before a Vowel; they are at present so used in the Bible. Example, *By the greatness of THINE arm.* And in poetry:

And you, ye works of art & allur'd MINE eyg.

Shenstone.

What do you mean by Relative Pronouns?

Relative Pronouns are words that refer, or relate to an antecedent, *i. e.* to some Substantive used in the former part of the same sentence.

Which are the Relative Pronouns?

The Relative Pronouns are *who*, *which*, *that*, *what*, *whether**, *same*.

How is *who* declined?

Singular and Plural.

Nominative,	Who.
-------------	------

Genitive, or Possessive,	Whose.
--------------------------	--------

Objective,	Whom.
------------	-------

Are *which*, *what*, and *whether*, declinable?

What and *whether* are not declinable; *whose* is sometimes used as the Genitive of *which*, especially in poetry.

Who refers to persons, *which* to things; as, *I ought to love the friend WHO has done me a kindness, though she be sometimes guilty of faults WHICH I detest.*

That refers both to persons and things; as, *The person THAT (or whom) I sent; the thing THAT (or which) you asked for, is not to be found.*

Are they not sometimes used by way of interrogation?

* Dr. Johnson says, *whether* is applied only to one of a number, hence it is always singular. It was used formerly to determine one of two; as for example: *WHETHER shall I choose?* instead of *WHICH OF THE TWO shall I choose?* but it is now almost obsolete, or out of use.

Yes. Examples :

Who are those? i. e. What people are those? *Which do you chuse?* Which book do you chuse? *What is that?* What picture is that?

Are there not some words derived, or that come from the Pronouns *who* and *what*?

Yes: the Pronouns *whoever*, *whosoever*, and *whatsoever*, which being compounded of *who* or *what*, and *ever* or *soever*, follow the rule of their primitives.

Singular and Plural.

Nominative,	Whosoever.
Genitive, or Possessive,	Whosesoever.
Objective,	Whomsoever.

Which are the Demonstrative Pronouns?

This and *that*, are called Demonstrative Pronouns, because, when we make use of them as such, we, as it were, point out the thing that we speak of.

How are they declined?

This makes *these*, *that* makes *those*, in the plural number.

Which are the Definitives?

Other, any, none, some, one: they are called Definitives, because they do not supply the place of the Nouns, but only serve to ascertain those to which they either refer, or are joined.

How are these Pronouns used?

Other

Other may be joined either to a Singular or Plural Noun. *Others* is never used but when it refers to a preceding Substantive: Example, *I do not like this book; have you any other?* (*i. e.* any other book)? *I have not given you the same gloves but OTHERS;* (*i. e.* other gloves.)

Another, being only *an other*, has no plural.

Any is used in opposition to *none*; as, *I want some pens; have you ANY?* *I have NONE.*

Some is often used absolutely for some people. *Some* is used in contradistinction to *others*; as, *SOME of the Scholars were reading, OTHERS were writing.*

One is sometimes used in an unlimited, or indefinite sense; as, *ONE is apt to think; ONE may easily suppose it to be so.* In this case, *one*, like the Personal Pronouns, is what is called a Pronominal Substantive, and may admit of a plural number; as, *The great ONES of the world.*

Which are the Distributive Pronouns?

The Distributive Pronouns are *each, every, either.* They are called Distributive; because they divide the persons or things that make up a number; as, *Each of her books, Either will do.*

Have not several of the abovementioned Pronouns the nature of Adjectives?

Yes; and are therefore frequently called Pronominal Adjectives; for though they may sometimes seem to stand by themselves, yet they have always some Substantive belonging to them, either referred to, or understood.

Are there not some words that are sometimes joined to Pronouns?

Yes: *own*, (which is an Adjective) is sometimes added to the Pronouns Possessive; as, *My own book*. It makes the expression more emphatical. *Self* is added to Personal Pronouns; as *himself*, *herself*. Example, *I did not hurt him, he hurt himself*. *Ourselves* is only used in the royal proclamations. We say, *ourselves*: Example, *We hurt ourselves by giving way to passion*.

Is *self* a Substantive?

Self is always a Substantive; when it is added to Possessive, or Personal Pronouns, as *myself*, *herself*, *yourself*, it (like *own*) expresses emphasis and opposition. Example, *I did this myself*, i. e. no other person did it. It likewise forms a reciprocal Pronoun; as, for example, *He praises himself*.

Is the word *that* always a Pronoun?

No; it is sometimes a Conjunction.

How do you distinguish when it is a Pronoun?

When you can change it into *who* or *which*, or *whom*, and preserve the sense, the word *that* is a Pronoun Relative. Examples:

I esteem the girl THAT (or WHO) attends to her learning.

The book THAT (or WHICH) my sister lent me is very amusing.

The girl THAT (or WHOM) I saw yesterday is very pretty.

When the word *that* is opposed to *this* ; as, *Will you have THIS or THAT?* and used to point out any person or thing, it is a Demonstrative Pronoun ; otherwise it is a Conjunction.

INCIDENTAL REMARKS

RELATING TO PRONOUNS.

PRONOUNS Personal, must agree with one another in a sentence ; as, *thou* must be followed by *thy* and *thine*, and not by *you* and *your*. Example : *Thou, and THY son, and THY daughter ; Dost thou not perceive that all will be THINE ?*

If *thy* lead in the sentence, then *thou* must follow : Example ; *THY sister came to see THEE, whilst thou wast out.*

You and *yours* must always follow *you* ; as *You and YOUR family, and all that is YOURS.* If *your* lead, then *you* must follow ; as, *YOUR memory is good, but you do not exercise it.*

I and any other person is equal to *We*, the first person plural ? *Thou*, and another, to *Ye*, the second person plural ; *He, She, It*, and another, to *They*, the third person plural.

Every Relative Pronoun must have an Antecedent to which it refers ; either expressed, or understood : as, “ *Who steals my purse, steals trash ;* ” i. e. the man who steals, see page 22.

The Relative is always of the same Number and Person with its Antecedent, and the Verb agrees with it accordingly; as, *I THAT SPEAK in righteousness*; *The FRUITS WHICH ARE produced*; *“That SHEPHERD WHO first taught;” SHE WHO IS diligent, DESERVES to be rewarded.*

The Relative has the same relation to its Antecedent, by agreeing with it in Gender and Number, as the Verb has to its Agent or Nominative Case, by agreeing with it in Number and Person.

The Relative *THAT* is used indifferently both of Persons and Things, see page 22; but perhaps would be more properly confined to the latter.

After an Adjective in the superlative degree the Pronoun *that* is generally used in preference to *who* or *which*; as, *HANNIBAL was one of the greatest generals THAT the world ever saw.*

When no other word comes between the Relative and the Verb, with which the Verb may agree, the Relative may be the Nominative Case; as, *The master WHO taught us*: but if any other word with which the Verb may agree, come between the Relative and the Verb, then the Relative must be in the Objective Case; as, *The child WHOM I saw.*

The position or place of the Pronouns is mentioned page 18.—The Case of the Pronouns after Verbs, or the Conjunction *than*, may be easily determined by compleating the sentence; as,

SHE bad me play; WE are diligent; THEY are idle; You respect her more than ME; i. e. than you respect me; You are wiser than I; i. e. than I am.

The proper place for the Pronoun Relative is immediately after its Antecedent; as, *That is the DARIUS, WHOM Alexander conquered.*

The English language does not properly admit of more than two Cases in the Nouns, and three in the Pronouns, as the different connections and relations of one thing to another are expressed by Prepositions, instead of varying the termination of the words.

The Greek and Latin, and some modern languages, vary the ending of the Noun, to answer the purpose: These different endings are called Cases, and are Six in number; *viz.*

The **NOMINATIVE**, which simply names the object, has *a*, *an*, or *the* before it in English.

The **GENITIVE**, which marks the property or possession of the object: it has *of* before it.

The **DATIVE**, gives, sends, or conveys to the object, and takes *to* before it,

The **ACCUSATIVE**, is the Case that receives the object, and takes *the* before it.

The **VOCATIVE**, calls, rouzes, or invokes the object: it has *O* before it.

The

The ABLATIVE, takes or derives from, and has *from* or *by* before it.

The following Example will give an idea of Grammatical Construction in this particular.

Singular.	Plural.
NOM. <i>The Letter</i>	NOM. <i>The Letters</i>
GEN. of the General	GEN. of the Officers
DAT. <i>to</i> the Minister,	DAT. <i>to</i> the Ministers,
	[saved] [preserved]
ACC. <i>the Town</i>	ACC. <i>the Towns</i>
VOC. <i>O Prince!</i>	VOC. <i>O Princes!</i>
ABL. <i>from</i> the Enemy.	ABL. <i>from</i> the Enemies.

OF ADJECTIVES.

WHAT is an Adjective?

An Adjective, or Adnoun, is a word that cannot subsist by itself, but always refers to some Substantive expressed or understood, and is added to Nouns to denote the Quality ; as, *a good, great, happy girl* : — the Form ; as, *a square, round, long table* : — the Number ; as, *one, two, five books* ; or any other property belonging to the Substantive or Noun.

Are not Adjectives which express number, sometimes distinguished into Ordinals and Cardinals?

Yes; *one*, *two*, *three*, &c. are Adjectives of Number, or Cardinal, which join units together, and are those which are used in counting: *first*, *second*, *third*, &c. are Adjectives of Order, or Ordinals, i. e. those which are used to distinguish the order in which things are placed. *First*, or *firstly*, *secondly*, &c. are Adverbs.

Are Adjectives ever varied?

They are never varied but when they express Comparison.

What is meant by Comparison?

By Comparison is meant the altering of the quality into more, or less, or marking the different degrees of it.

How many degrees of Comparison are there?

There are only two degrees; the Comparative, and the Superlative. The Positive being the first state of the Adjective, expressing the quality simply, without any increase or diminution; as *strong*, *wise*, *happy*.

What is the Comparative degree?

The degree into which the Positive state of the Adjective is somewhat increased or decreased; and it is formed by adding *r*, or *er*, or the Adverb *more* to the Positive; as,

Positive, *wise*, *strong*.

Comparative, *wise-r* or *more wise*, *strong-er* or *more strong*.

What

What is the Superlative degree?

The Superlative degree increases or diminishes the Positive to the utmost degree; and is formed by adding *st*, or *est*, or the Adverb *most* to the Positive; as,

Positive, Wise.

Comparative, Wise-*r*, or *more* wise.

Superlative, Wise-*s*, or *most* wise.

Positive, Strong.

Comparative, Strong-*er*, or *more* strong.

Superlative, Strong-*est*, or *most* strong.

How is the Adjective *happy* compared?

By *more* or *most*, or by changing the *y* into *i*, and adding *er* to form the Comparative, and *est* the Superlative. Example:

Positive, Happy.

Comparative, Happ-*ier*, or *more* happy.

Superlative, Happ-*iest*, or *most* happy.

Are all Adjectives that admit of Comparison compared in this manner?

No; the following are irregular:

Positive.	Comparative.	Superlative.
Good,	Better,	Best.
Bad,	Worse,	Worst.
Little,	Less,	Least.
Much,	More,	Most.
Near,	Nearer,	Nearest or Next.
Late,	Later,	Latest or Last.

Sometimes the Comparative of *late* is written *latter* as well as *later*. The *latter* of *two*, refers either to time or place; *later* respects time only.

Are Adjectives ever compared in any other manner?

In some few words the Superlative is formed by adding the Adverb *most* to the end of them; as, *nether, nethermost; utter, uttermost; under, undermost; upper, uppermost; fore, foremost.*

OCCASIONAL REMARKS RELATING TO ADJECTIVES.

ADJECTIVES, or Adnouns, are often derived from other parts of speech.

Adjectives are sometimes derived from Substantives by adding *y*; as, from *Health, healthy*; by *ly*, as, from *Heaven, heavenly*; by *en*, as, from *Oak, oaken*; by *ful*, as, from *Beauty, beautiful*; by *some*, as, from *Trouble, troublesome*; by *less*, as, from *Child, childless*. Adjectives ending in *less*, generally express *want*.—From Proper Names either of persons or countries; as, from *Newton, Newtonian; America, American; India, Indian, &c.*

The termination *ly*, being a contraction of *like*, expresses similitude or manner; and being added to Nouns, forms Adjectives, as, from *Heaven, heavenly*; and added to Adjectives forms Adverbs, as, from *beautiful, beautifully*.

Mon-

Monosyllables are generally compared by *er* and *est*; words of more than two syllables hardly ever admit of these terminations. Thus we say, the *most beautiful* flower, not the *beautifulest*.

Every ADJECTIVE has relation to some Substantive, either expressed or implied; as, *The Twelve*; i. e. Apostles; *The Good, the Wicked*; i. e. persons.

In some instances, the Adjective becomes a Substantive, and has an Adjective joined to it; as, *The chief Good*; “*Evil, be thou my Good!*” In others, the Substantive becomes an Adjective, or supplies its place, by being joined to another Substantive; as, *Sea-water, land-tortoise*.

The Adjective generally goes before the Noun; as, *a great man*; or, *a good girl*, see page 29; but it is sometimes placed after its Substantive. For example: when it is emphatical, as *Alexander the GREAT*;—when a clause of a sentence depends upon it; as, *a man SKILFUL in his profession*; or, for sake of greater harmony; as, *Goodness INFINITE*.

22

How many kinds of Verbs are there ?

Three ; Active, or Transitive ; Neuter, or Intransitive ; and Passive.

Of V E R B S.

W H A T is a Verb ?

A Verb is a word whereby something is represented as existing ; as, *I am* : acting ; as, *I do*, *I play*, *I eat*, *I read* : or being acted upon ; as, *I am taught*.

How many kinds of Verbs are there ?

Three ; Active, or Transitive ; Neuter, or Intransitive ; and Passive.

How do you know when a Verb is Active or Transitive ?

A Verb Active denotes the doing of an action*, and therefore supposes an Agent, or person who acts, and an Object acted upon : as, for example, to esteem or to command ; *I esteem*, or *I command the diligent*. *I* is the agent, or person who acts, and *the diligent* the object. To eat ; as, *he eats bread*. To read ; as, *we read the Spectators*. To carry ; as, *they carry a burthen*.

Why is a Verb Active called also Transitive ?

* Most words signifying Action, may likewise signify condition or habit, and become Neuter ; as, *I love*, *I am in love*.

Dr. Johnson.

Because

Because the action passes over to the Object, or has an effect upon some other thing.

The Object answers to the question *whom?* or *what?* after the Verb; as, *Alexander conquered or defeated the Persians.*

Alexander defeated whom?

Answer; *the Persians.*

What is a Verb Neuter, or Intransitive?

A Verb Neuter denotes being, or existing; as, *I am*; and likewise the being in some posture, situation, or circumstance; as, *I sit, I stand, I lie.*

Why is a Verb Neuter called also Intransitive?

A Verb Neuter is called Intransitive, because the effect is confined within the agent, or does not require an Object, or following Noun; as, *to sleep, to be, to sit, to laugh.*

By what rule may you distinguish whether a Verb be Active, or Neuter?

By observing whether I can place a Substantive after the Verb: If I can, I know that the Verb is Active; if not, the Verb must be Neuter; for example, I may say, *I eat a cake*, but I could not say, *I sit or I stand a cake*. I find, therefore, that, *to eat* is Active; *to sit, or stand*, Neuter.

What is a Verb Passive?

A Verb Passive denotes the impressions that persons or things receive when acted upon; as, *I am taught, he is wounded, it is painted*; it necessarily supposes an Object upon which the impression is

made, and an Agent by whom it is made ; as, for example, *The picture was painted by Rubens.*

Picture is the Object, and *Rubens* the Agent.

How is a Verb Passive formed?

By adding the Participle Passive to the different Tenses of the Auxiliary Verb, *To be**,

What are the chief properties of a Verb?

Mode, Tense, Number, and Person.

What do you mean by Modes, or Moods?

A Mode is the form of, or manner of using a Verb, by which the being, action, or passion is expressed or represented.

How many Modes are there ?

Five ; viz. Imperative.

Infinitive. DESK 37 Potential.

Indicative. **Subjunctive.**

What is the Infinitive Mode?

The Infinitive Mode expresses the Verb absolutely, but in an indefinite sense, without specifying any particular Agent or Time.

The Infinitive is the radical form of the Verb, or the root from which the other parts are taken; and it is the Mode by which the meaning of Verbs

* Dr. Johnson, *Ash*, and some others, are of opinion, that there are no Passive Verbs in the English language; for, say they, though *To be loved* is commonly called a Passive Verb, yet *loved* is no part of a Verb, but a Participle or Adjective derived of the Verb *Lovē*.

must be looked for in a Dictionary ; as, *transcribe*,
to copy.

The Infinitive has neither Number, nor Person, nor Nominative Case before it, and is known by the sign *to* ; as, *To write* ; *to read*.

Is the Infinitive ever used without the sign *to* before it ?

Yes : there are some few Verbs, which have commonly other Verbs following them in the Infinitive Mode, without the sign *to* :

E X A M P L E S.

Bid. as, *I bade him do it*.

Dare. *You dare not do it*.

See. *I saw her take it*.

Say. *I heard him say it*, &c.

What is the Indicative Mode ?

The Indicative Mode simply declares or affirms a thing ; as, *I read* ; or asketh a question ; as, *Do I read ?*

What is the Imperative Mode ?

The Imperative Mode commands, entreats, exhorts, or permits ; as, *Come*. *Go*. *Let us read*. *Let them command*.

Is not *let* the sign by which the Imperative Mode may be known ?

Yes : *let* is commonly called a sign of the Imperative Mode ; as, *Let us read*. It is likewise a Verb.—See the irregular Verbs.

What is the Potential Mode ?

The

The Potential Mode joins some Power; as, Liberty, Will, Duty, Ability, or Necessity, to the signification of the Verb, and is formed by the help of, and known by the words, or signs, *may*, or *can*, in the Present Tense; as, *I may play, thou canst read*. And *might*, *could*, *would*, or *should*, in the Past Tense, joined with the Infinitive Mode of the Verb; as, *He might see*; *We could bear*; *Ye or you would speak*; *They should give*.

How is the Subjunctive Mode known? *

The Subjunctive Mode is known by its being conditional, and having always *if*, *though*, or some other conjunction before it; as, *If I love*; *Though be write*.

Of what do Modes consist?

Of Tenses.

What is a Tense?

A Distinction of Time.

How many Tenses or sorts of times are there?

Five: viz. Perfect.

Prefent. Preter-pluperfect.

Imperfect. Future.

How is the Present Tense known?

* "The Subjunctive Mode differs but little, in English Verbs, from the Indicative Mode: yet there is some difference, and that difference is established by the practice of the politest speakers and writers, however unattended to by others." See Mr. White's *Treatise on the English Language*.

The Present Tense expresses the time that now is; as, *I write*, i. e. *I am now writing*: It may be known by the signs, 1st person *do*, 2d. *doſt*, 3d. *does*, or *doſt*; as, *I read* or *do read*.

How is the Imperfect Tense known?

By the signs *did* and *didſt*; it speaketh of the time past, but sheweth that something was then doing, but not quite finished at the time of which we speak; as, *I read*, or *did read*, or *was reading, while you were at work*.

How is the Perfect Tense known?

By the signs *have*, *haſt*, *hath*, or *haſ*; and represents the action as completely finished; as, *I have read*.

How is the Preter-pluperfect Tense known?

By the signs *had* and *hadſt*: It represents the action not only as finished, but as finished before a certain time to which we allude; as, for example, *I had read an hour before my father came*.

How is the Future Tense known?

By the signs *ſhall* and *will*: It represents the action as to come. Example: *I ſhall or will go to Paris*.

Do not most Verbs admit of a Second Future Tense?

Yes: Especially such as signify completing any thing. And this Second Future Tense is expressed by the addition of *have*; as, *I ſhall have written*. *We ſhall have dined before my ſister comes*. It determines

mines when the action will be finished ; as, *I shall have read the book which you lent me by to-morrow night ; she will have written her letter in an hour.*

This Second Future may be very properly called the Perfect Future ; and the Simple Future, the Imperfect Future.

May not the Present and Perfect Tenses be used instead of the Future Tenses ?

The Present and the Perfect Tenses are frequently used instead of the Future Tenses ; as,

When he writes, for *When he shall write.*

When he has written, for *When he shall have written.*

How many Numbers are there in Verbs ?

Two : The Singular and the Plural.

How do you know the Number and Person of the Verb ?

By the Number and Person of its Agent or Nominative Case ; for the Verb must always agree with its Agent or Subject in number and person.

Give me some examples :

I write ; *I love to write.* *I* is the Agent or Nominative Case, and answers to the question *who ?* *I* being the first person singular, the Verb is so likewise. Again, *A king governs.* *King* is the third person singular, and consequently the Verb *governs* must be so. *Children obey.* *Children* being the third person plural, the Verb is the same. This is called Concord or Agreement. See page 17.

How many Persons are there in Verbs ?

Three,

Three, in each number: viz.

<i>Singular.</i>	<i>Plural.</i>
1st. I.	1st. We.
2d. Thou, or You.	2d. Ye, or You.
3d. He, She, It.	3d. They.

The second person singular *Thou*, is seldom used, except in poetry, or in our addresses to God.

We generally use *You*, and the Verb must agree with the Pronoun in Number; as, for example, *You were*, not *you wast*, or *you was*; as, *I was in town when you were*.

Does the difference of Persons occasion any change in the termination, or ending of Verbs?

Yes: the second person of the Verb in the Singular Number, both in the Present and Imperfect Tense, is formed by adding *est* or *eth* to the first Person; as, *I call, thou call-est*; or, *I place, thou plac-est*: the third Person is formed by adding *eth*, *th*, *es*, or only *s*; but this change is only in the second and third Persons Singular of the Present, and in the second Person Singular of the Imperfect: the Persons of the Plural Number are always the same as the first Person Singular; as,

1. Sing. Pres. <i>I place.</i>	1. Sing. Imperf. <i>I called.</i>
1. Plural <i>we place.</i>	1. Plural <i>we called.</i>
2. <i>ye place.</i>	2. <i>ye called.</i>
3. <i>they place.</i>	3. <i>they called.</i>

When are the terminations *est*, *th*, *eth*, *th*, *es*, and *s*, used?

th or

ft or *th* is added instead of *est* and *eth* to Verbs ending in *e*, as *love*, *lov-est*, *lov-eth*; *es* is joined to such as end in *ss*, to form the third Person Singular of the Present Tense, as 1st. *pass*, 3d. *pass-es*: in *x*, as 1st. *fix*, 3d. *fix-es*: in *o*, as 1st. *go*, 3d. *go-es*.

When *est* or *eth* is added to a Verb ending in a single Consonant, preceded by a single Vowel, on which the accent is placed, that Consonant is doubled; as,

1st. *forget*, 2d. *forget-test*, 3d. *forget-eth*.
Likewise in Verbs which consist of one Syllable, and end with a single Consonant, as from

1st. <i>bar</i> .	2. <i>bar-reft</i> .	3. <i>bar-reth</i> .	1st. <i>fit</i> .	2. <i>fit-test</i> .	3. <i>fit-testh</i> .	1st. <i>gag</i> .	2. <i>gag-geft</i> .	3. <i>gag-gefh</i> .	1st. <i>rob</i> .	2. <i>rob-beft</i> .	3. <i>rob-befh</i> .
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Words that end in *y* after a Consonant change *y* into *i* before the termination: as from *to cry*, or *to pity*.

1st. <i>cry</i> .	2d. <i>criest</i> .	3d. <i>crieth</i> .	1st. <i>pity</i> .	2d. <i>pitiest</i> .	3d. <i>pitieth</i> .
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What are the Auxiliary, or Helping Verbs?

Auxiliary Verbs, are Verbs that are joined to other Verbs, to fix the time, and other circumstances of an action, with greater exactness.

Which are the Auxiliaries, or Helping Verbs?

The principal Auxiliary Verbs are *to be*, and *to have*, which are perfect Verbs, i. e. they may be conjugated through every Mode, Tense, Number, and

and Person. The others are defective; and are, *do*, *shall*, *will*, *can*, *may*, *let*, and *must*.

How are these Verbs inflected or conjugated?

They are inflected with considerable irregularity; and *shall*, *will*, *can*, *may*, express no certain distinction of time, but have two forms; one of which expresses absolute certainty, and *may*, therefore, be called the Absolute Form; and the other implies a condition, and may therefore be called the Conditional Form.

What is the formation of the Auxiliary Verb *shall*?

Absolute Form.

Singular.

1st. I shall.
2d. Thou shalt.
3d. He shall.

Plural.

1st. We shall.
2d. Ye, or you shall.
3d. They shall.

Conditional Form.

1st. I should.
2d. Thou shouldst.
3d. He should.

1st. We should.
2d. Ye, or you should.
3d. They should.

What is the formation of the Auxiliary Verb *will*?

Absolute Form.

1st. I will.
2d. Thou wilt.
3d. He will.

1st. We will.
2d. Ye, or you will.
3d. They will.

Conditional Form.

1st. I would.
2d. Thou wouldst.
3d. He would.

1st. We would.
2d. Ye, or you would.
3d. They would.

What

What is the formation of the Auxiliary Verb *can*?

Absolute form.

<i>Singular.</i>	<i>Plural.</i>
1st. I can.	1st. We can.
2d. Thou canst.	2d. Ye, or you can.
3d. He can.	3d. They can.

Conditional Form.

1st. I could.	1st. We could.
2d. Thou couldst.	2d. Ye, or you could.
3d. He could.	3d. They could.

What is the formation of the Auxiliary Verb *may*?

Absolute Form.

1st. I may.	1st. We may.
2d. Thou mayst.	2d. Ye, or you may.
3d. He may.	3d. They may.

Conditional Form.

1st. I might.	1st. We might,
2d. Thou mightest.	2d. Ye, or you might.
3d. He might.	3d. They might.

Are these Verbs used only as Signs?

Do, have, and will, when they are not joined to Verbs to distinguish the circumstances of time, are absolutely Verbs: as, *to do, to have, to will*, (i. e. to command or to direct); as, for example,

“ So absolute she seems,
 “ And in herself compleat; so well to know
 “ Her own; that what she WILLS to do or say,
 “ Seems wisiest, virtuousest, discretest, best.”

Milton’s Paradise Lost.

What

What is the use of the Auxiliary *do* or *did*?

Do and *did*, are used to mark the action itself, or the time of it, with greater force and distinction; as *I do applaud thee*; *Indeed I do speak truth*; *I did love him*, but *I scorn him now*. They express passion, or earnest request; as, *Help me, do!* They are frequently joined with a Negative; as, *I like her, but I do not love her*.

Are not *do* and *did* frequently employed in asking a question?

The chief use of the Auxiliaries *do* and *did* is in interrogative forms of speech, in which they are used through all the Persons; as,

Present Time.

- Singular. 1st. Do *I speak*?
- 2d. DOST thou *love* *me*?
- 3d. DOES or DOTHE *she complain*?

Plural. 1st. Do *we walk*?

2d. Do *ye or you read*?

3d. Do *they run*?

Past Time.

- Singular. 1st. DID *I write*?
- 2d. DIDST thou *laugh*?
- 3d. DID *she die*?

Plural. 1st. DID *we sing*?

2d. DID *ye or you go*?

3d. DID *they dance*?

Are *do* and *did* of any farther use?

Do and *did* sometimes supply the place of another Verb, and make the repetition of it, in the same, or a following sentence, unnecessary; as, *You attend not to your studies, as she DOES*, (i. e. as she attends to her studies); or, *I shall come if I can, but if*

if I do not, pray excuse me, (i. e. if I come not.)

Doth is used in solemn, *does* in familiar language.

Example: *Does she go to the play?* not *doth she.*

What is the use of the Auxiliaries *shall* and *will*?

Shall and *will* equally denote a future time, but differ very widely in their signification: For example, *Shall*, in the first Person of both Numbers, simply foretells an action, or event; as, *I shall go out*, or *We shall dine at home.*

Will in the first Person Singular and Plural intimates resolution, and approbation; as, *I will reward the good*: and promises; as, *We will endeavour to deserve your kindness.*

Can you give me any other example?

Yes: the following, from Shakespeare, implies both resolution and approbation.

“ *Give me that man*

“ *That is not passion’s slave, and I will wear him*

“ *In my heart’s core.*”

How are *shall* and *will* used in the second and third Persons?

Shall, in the second and third Persons of both Numbers, promises, commands, or threatens; as, *Thou, he, you, or they shall go.*

Will, in the second and third Persons Singular and Plural, only foretells; as, *Thou wilt, or he will burn his fingers*; *You, or they will have a pleasant walk.*

How are *shall* and *will* used in asking a question?

When

When a question is asked, *shall* and *will* change their meaning ; thus, *I shall go*, *You* or *they will go*, express event only ; but, *Shall I go?* refers to the will of another person, and means, *Do you chuse that I should go?* and, *Will you go?* implies intention ; as, *Do you intend to go?*

Will, in the first Person Singular and Plural does not admit of being put by way of question ; as, *Will I?* *Will we?* for we cannot be strangers to our own will, nor can any other person inform us so well concerning it, as we can ourselves.

How are Auxiliary Verbs used as signs ?

Do, did, have, had, shall, will, are used as signs of the Indicative Mode. *May, can, might, could, should, would*, are signs of the Potential Mode.

What is the meaning of the Auxiliaries *may* and *can* ?

May, expresses Liberty ; as, *I may do what I will*. Permission, as, *You may play* ; a Wish, as, *Mayst thou be happy ! May the king live !* The being desirous of any thing ; as, *May I have a book* ; or Possibility, as, *It may rain*, or,

“ *Space may produce new worlds.* ” Milton.

Can denotes the power of the agent or doer ; as, *I can sing*, (i. e. I am able to sing.)

What Time has *can* and *may* relation to ?

Can and *may* relate both to the Present and Future Time ; as, *I can (now) write* ; or, *If he come (to-morrow) I may speak to him*.

What

Of Verbs.

What is the meaning of *could* and *might*?

Could and *might* being the Conditional Form of *can* and *may*, have the same signification; but supposes, at the same time, the intervention of some obstacle or impediment that prevents the doing of the action; as, *I might, or could take a walk, if it did not rain.* These Auxiliaries refer in some manner to Present, Past, and Future Time; but the precise Time of the Verb is very much determined by the drift of the sentence.

How can they refer to the three different Times?

This may be explained by the following examples:

Present. *I wish that she could (now) come.*

Past. *It was my desire that she should or might (then) come.*

Future. *If she would come (to-morrow) I might, would, could, or should speak to her.*

What is the meaning of *should* and *would*?

Should signifies obligation; and *would* denotes inclination.

May the signs *would* and *should* be applied indifferently?

No: we sometimes use *would* with some of the Persons of the Verb, and *should* with others; this manner of expression takes place, for instance, after a supposition has been introduced relative to the persons.

EXAM PLES.

Singular.

- 1st. *Were I to omit my lesson,* I SHOULD be guilty of a fault.
- 2d. *Wert thou to be idle,* Thou WOULDST be blameable.
- 3d. *Were she not to dance,* She WOULD not, be pleased.

Plural.

- 1st. *Were we to do so,* We SHOULD be sorry.
- 2d. *Were ye to run,* Ye WOULD be fatigued.
- 3d. *Were they to walk,* They WOULD take cold.

When is *would* used in the first Person Singular and Plural, and *should* in the second and third?

When the supposition regards only the first Person Singular, or Plural, or is introduced by that Person, the authority of the person appears in the following mode of expression.

Singular.

- 1st. *Were it my pleasure,* I WOULD do it.
- 2d. *If it were convenient to me,* Thou SHOULDST go.
- 3d. *Did it suit me;* He SHOULD set out.

Plural.

- 1st. *Were it to be of service,* We WOULD do it.
- 2d. *Were it agreeable to me,* Ye SHOULD take a walk.
- 3d. *If I thought it proper,* They SHOULD play.

In what manner is an Auxiliary joined to a Verb?

When an Auxiliary is joined to the Verb, the

D. Auxiliary

Auxiliary goes through all the variations, or changes of Person and Number, and the Verb itself continues invariable. Example: *I have read; I could have wished that you had read.*

The Auxiliary Verb **MUST** admits of no variation.

How are the Auxiliaries *to have* and *to be* used in conjunction with other Verbs?

To **HAVE**, through the several Modes and Tenses, is placed only before the Passive Participle; as, *I have written; we had written.*

To the various Modes and Tenses of the Verb **TO BE** are joined both the Participle Active and the Participle Passive; as, *I am HEARING, I am HEARD; I was HEARING, I was HEARD*; and to all the other Auxiliaries, is added the radical form of the Verb; as, *I shall, will, may, can, or do WRITE.*

What do you mean by the conjugation of a Verb?

The method of varying it through all the Modes, Tenses, Numbers, and Persons.

It has been before observed, that the principal Auxiliary Verbs are *to be*, and *to have*; how are they conjugated? or varied?

The Auxiliary Verb *to be*, is conjugated in the following manner.

Infinitive Mode.

Present Tense.

To be.

Perfect Tense.

To have been.

Indicative Mode.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1st. I am.	1st. We are.
2d. Thou art.	2d. Ye, or you are.
3d. He, or she, or it is.	3d. They are.

Imperfect Tense.

1st. I was.	1st. We were.
2d. Thou wast.	2d. Ye, or you were.
3d. He was.	3d. They were.

Perfect Tense.

1st. I have been.	1st. We have been.
2d. Thou hast been.	2d. Ye, or you have been.
3d. He hath, or has been.	3d. They have been.

Preter-pluperfect Tense.

1st. I had been.	1st. We had been.
2d. Thou hadst been	2d. Ye, or you had been.
3d. He had been.	3d. They had been.

First or Imperfect Future Tense.

1st. I shall, or will be.	1st. We shall, or will be..
2d. Thou shalt, or wilt be.	2d. Ye shall, or will be.
3d. He shall, or will be.	3d. They shall, or will be.

Second or Perfect Future Tense.

Singular.

Plural.

1st. I shall, <i>or</i> will have	1st. We shall, <i>or</i> will have
been.	been.
2d. Thou shalt, <i>or</i> wilt	2d. Ye, <i>or</i> you shall or
have been.	will have been.
3d. He shall, <i>or</i> will	3d. They shall, <i>or</i> will
have been.	have been *.

Imperative Mode.

1st. Let us be.	
2d. Be, <i>or</i> be thou.	2d. Be ye, <i>or</i> you.
3d. Let him, <i>or</i> her, <i>or</i>	3d. Let them be.
it be.	

Potential Mode.

Present Tense.

1st. I may, <i>or</i> can be.	1st. We may, <i>or</i> can be.
2d. Thou mayst, <i>or</i> canst	2d. Ye may, <i>or</i> can be.
be.	
3d. He may, <i>or</i> can be.	3d. They may, <i>or</i> can be.

Imperfect Tense.

1st. I might, could, should, <i>or</i> would be.	1st. We might, could, should, <i>or</i> would be.
2d. Thou mightst, couldst, shouldst, <i>or</i>	2d. Ye, <i>or</i> you might, could, should, <i>or</i>
wouldst be.	would be.
3d. He might, could, should, <i>or</i> would be.	3d. They might, could, should, <i>or</i> would be.

* By particularly attending to these Future Tenses, may be observed the variations of *shall* and *will*. See pages 46 and 47.

Perfect Tense.

Singular.

Plural.

1st. I may, <i>or</i> can have been.	1st. We may, <i>or</i> can have been.
2d. Thou mayst, <i>or</i> canst have been.	2d. Ye may, <i>or</i> can have been.
3d. He may, <i>or</i> can have been.	3d. They may, <i>or</i> can have been.

Preter-pluperfect Tense.

1st. I might, could, should, <i>or</i> would have been.	1st. We might, could, should, <i>or</i> would have been.
2d. Thou mightst, couldst, shouldst, <i>or</i> wouldst have been.	2d. Ye might, could, should, <i>or</i> would have been.
3d. He might, could, should, <i>or</i> would have been.	3d. They might, could, should, <i>or</i> would have been.

The Future Tense, in this Mode, is best expressed by the Present Tense; as, *I may go to-morrow*. See the remarks on *can* and *may*, page 47.

Subjunctive Mode.

Present Tense.

1st. If, <i>or</i> though I be.	1st. If we be.
2d. If thou be.	2d. If ye, <i>or</i> you be.
3d. If he be.	3d. If they be.

Imperfect Tense.

1st. If I were.	1st. If we were.
2d. If thou wert.	2d. If ye, <i>or</i> you were.
3d. If he were.	3d. If they were.

Conjugate the Auxiliary Verb *To have*.

Infinitive Mode.

Present Tense.

To have.

Perfect Tense.

To have had.

Indicative Mode.

Present Tense.

Singular.

1st. I have.

Plural.

1st. We have.

2d. Thou hast.

2d. Ye, or you have.

3d. He, or she, or it,

3d. They have.

bath, or has.

Hath is used in solemn, *has* in familiar language.

Imperfect Tense.

1st. I had.

1st. We had.

2d. Thou hadst.

2d. Ye, or you had.

3d. He had.

3d. They had.

Perfect Tense.

1st. I have had.

1st. We have had.

2d. Thou hast had.

2d. Ye, or you have had.

3d. He hath, or has had.

3d. They have had.

Preter-pluperfect Tense.

1st. I had had.

1st. We had had.

2d. Thou hadst had.

2d. Ye, or you had had.

3d. He had had,

3d. They had had.

First

First Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1st. I shall, or will have.	1st. We shall, or will have.
2d. Thou shalt, or wilt have.	2d. Ye shall, or will have.
3d. He shall, or will have.	3d. They shall, or will have.

Second Future Tense.

1st. I shall, or will have had.	1st. We shall, or will have had.
2d. Thou shalt, or wilt have had.	2d. Ye, or you, shall or will have had.
3d. He shall, or will have had.	3d. They shall, or will have had.

Imperative Mode.

1st. Let us have.	
2d. Have, or have thou.	2d. Have ye, or you.
3d. Let him, or her, or it have.	3d. Let them have.

Potential Mode.

Present Tense.	
1st. I may, or can have.	1st. We may, or can have.
2d. Thou mayst, or canst have.	2d. Ye may, or can have.
3d. He may, or can have.	3d. They may, or can have.

Imperfect Tense.

Singular.

Plural.

1st. I might, could, would, or should have. 1st. We might, could, would, or should have.

2d. Thou mightst, couldst, shouldst, or wouldst have. 2d. Ye, or you might, could, would, or should have.

3d. He, she, or it, might, could, would, or should have. 3d. They might, could, would, or should have.

Perfect Tense.

1st. I may, or can have had. 1st. We may, or can have had.

2d. Thou mayst, or canst have had. 2d. Ye may, or can have had.

3d. He may, or can have had. 3d. They may, or can have had.

Preter-pluperfect Tense.

1st. I might, could, should, or would have had. 1st. We might, could, should, or would have had.

2d. Thou mightst, couldst, shouldst, or wouldst have had. 2d. Ye, or you might, could, should, or would have had.

3d. He might, could, should, or would have had. 3d. They might, could, should, or would have had.

Subjunctive

Subjunctive Mode.**Present Tense.***Singular.*

1st. If I have.

2d. Though thou have.

3d. If he have.

Plural.

1st. If we have.

2d. If ye, or you have.

3d. If they have.

Imperfect Tense.

1st. If I had.

2d. If thou had.

3d. If he had.

1st. If we had.

2d. If ye, or you had.

3d. If they had.

Conjugate the Auxiliary Verb *To Do.***Indicative Mode.****Present Tense.**

1st. I do.

2d. Thou doſt.

3d. He doth, or does.

1st. We do.

2d. Ye, or you do.

3d. They do.

Past, or Imperfect Tense.

1st. I did.

2d. Thou didſt.

3d. He did

1st. We did.

2d. Ye, or you did.

3d. They did.

Has not the Verb *To do* any other Tenses or Modes?**Not as an Auxiliary; but *do* is likewise a compleat Verb in itself, and in that case is conjugated through all the Modes and Tenses. See page 44.****How do you conjugate an Active Verb?****Thus :**

Infinitive Mode.

Present Tense.

To learn.

Perfect Tense.

To have learned.

Indicative Mode.

Present Tense.

Singular.

Plural.

1st. I learn, or do * learn. 1st. We learn.
 2d. Thou learnest, or dost learn. 2d. Ye, or you learn.
 3d. He learns, or learneth, or doth learn. 3d. They learn.

Imperfect Tense.

1st. I learned, or did learn. 1st. We learned, or did learn.
 2d. Thou learnedst, or didst learn. 2d. Ye learned, or did learn.
 3d. He learned, or did learn. 3d. They learned, or did learn.

Perfect Tense.

I have learned, &c.

Preter-pluperfect Tense.

I had learned, &c.

First Future Tense.

I shall, or will learn, &c.

* *Do* and *Did*, are used to mark the action itself, or the time of it, with greater force and distinction. See the use of the Auxiliary *Do* and *Did*, pages 44, and 45.

Second Future Tense.

I shall, or will have learned, &c.

Imperative Mode.

Singular.

Plural.

1st. Let us learn.

2d. Learn, or do thou 2d. Learn ye.

learn.

3d. Let him learn. 3d. Let them learn.

Potential Mode.

Present Tense.

I may or can learn, &c.

Imperfect Tense.

I might, could, should, or would learn, &c.

Perfect Tense.

I may, or can have learned, &c.

Preter-pluperfect Tense.

I might, would, could, or should have learned,
&c.

How is the Subjunctive Mode formed?

By adding a Conjunction to the Indicative Mode, and dropping the personal terminations in the second and third persons singular of the Present, and the second person singular of all the other Tenses; as, for Example,

1st. If I learn. 1st. If we learn.

2d. If thou learn. 2d. If ye, or you learn.

3d. If he, or she learn. 3d. If they learn.

Is there any other method of conjugating an Active Verb?

Yes: an Active Verb may be conjugated by adding the Active Participle to the Auxiliary Verb *To be*, through all the Modes, Tenses, Numbers, and Persons. Thus, instead of

Present:

1st. I read.	1st. We read.
2d. Thou readest.	2d. Ye, or you read.
3d. He, or she reads.	3d. They read.

We may say,

1st. I am reading.	1st. We are reading.
2d. Thou art reading.	2d. Ye, or you are reading.
3d. He, or she is reading.	3d. They are reading.

And so on, through all the variations of the helping Verb *To be*, still retaining the Active Participle of the principal Verb.

How is a Verb Passive conjugated?

By the help of the Verb *To be*. The Passive Verb is only the Participle Passive joined to the Auxiliary Verb *To be*, through all its variations; as, Present. *I am loved*. Imperfect. *I was loved*. Perfect. *I have been loved*. Preter-pluperfect. *I had been loved*. Future. *I shall be loved*. And so on, through all the Modes, the Tenses, the Numbers, and the Persons.

Note, the learner should go through a Passive Verb, by adding the Participle to the Verb *To be*, as it is placed, pages 50, 51, 52, 53.

Are all Verbs conjugated like the Verb *To love*?

All Regular Verbs are ; but there are some Irregular Verbs, which are conjugated in a different manner.

What do you mean by a Regular Verb?

A Verb which forms its Imperfect Tense, and the Passive Participle, by the addition of *ed* ; as, *call-ed* ; or of *d*, if the Verb end in *e* ; as, *love-d*.

O F I R R E G U L A R V E R B S.

What do you mean by Irregular Verbs?

Irregular Verbs are those which do not form their Imperfect Tense and Passive Participle in *ed* or *d*.

In what parts is a Verb irregular?

A Verb is irregular only in the Past, or Imperfect Tense, and the Passive Participle. See the List of Irregular Verbs.

How may you know whether a Verb be regular or irregular?

When the termination, or ending, of the Past, or Imperfect Tense, is not formed by adding *d*, or *ed*, to the first Person singular of the Present Tense, the Verb may be called Irregular ; as, from *To teach*, or *I teach* ; the Imperfect is, *I taught*, not *I teached*. *I was never taught to do so.*

How are Irregular Verbs conjugated?

The change is only in the Imperfect Tense ; in all other respects, the Verb is declined or conjugated as the Regular Verbs.

Give

Give me an example.

The Irregular Verb *To write.*

Infinitive Mode.

Present Tense.

To write.

Perfect Tense.

To have written.

Indicative Mode.

Present Tense.

Singular.

1st. I write.

2d. Thou writest.

3d. He writes.

Plural.

1st. We write.

2d. Ye, or you write.

3d. They write.

Imperfect Tense.

1st. I wrote, or did write. 1st. We wrote, or did write.

2d. Thou wrotest, or didst write. 2d. Ye, or you wrote, or did write.

3d. He wrote, or did write. 3d. They wrote, or did write.

Perfect Tense.

I have written, &c.

I had written, &c.

First Future Tense.

I shall, or will write, &c.

Second Future Tense.

I shall, or will have written, &c.

Imperative

Imperative Mode.

Write, or do thou write, &c.

Potential Mode.

Present Tense.

I may, or can write, &c.

Imperfect Tense.

I might, could, should, or would write, &c.

Perfect Tense.

I may, or can have written, &c.

Preter-pluperfect Tense.

I might, could, should, or would have written, &c.

Subjunctive Mode:

As before: Example;

Singular.	Plural.
1st. If I write.	1st. If we write.
2d. If thou write.	2d. If ye, or you write.
3d. If he write.	3d. If they write.

Conjugate the Irregular Verb *To go*.

Infinitive Mode.

Present Tense.

To go.

Perfect Tense.

To have gone.

Indicative Mode.

Present Tense.

I go, &c.

Imperfect Tense.

I went, or did go, &c.

Perfect Tense.

I have gone, &c.

Preter-pluperfect Tense.

I had gone, &c.

Future Tense.

I shall, or will go, &c.

Imperative

Imperative Mode.

Go, or do go, &c.

Potential Mode.

Present and Future Tenses. I may, or can go, &c.

Imperfect Tense. I might, could, should, or would go, &c.

Preter-pluperfect Tense. I might, could, should, or would have gone, &c.

The Participle Passive of this Verb is often joined to the Verb *To be*, when it refers to the mere circumstance of going; as, *She is just gone*; *she has been gone some time*. The same may be observed of the Verb *To come*.

Is not *Let* a Verb, as well as the sign of the Imperative Mode?

Yes: and *Let*, as a Verb, is compleat, having all the Modes and Tenses.

Conjugate the Active Verb *To Let*.

Infinitive Mode.

Present Tense.

To let.

Perfect Tense.

To have let.

Indicative Mode.

Present Tense.

Singular.

1st. I let.

2d. Thou lettest.

3d. He letteth, or lets.

Plural.

1st. We let.

2d. Ye, or you let.

3d. They let.

Imperfect

Imperfect Tense.	I did let.
Perfect Tense.	I have let.
Preter-pluperfect Tense.	I had let.
Future Tense.	I will let.

Imperative Mode.

Let, or do thou let, &c.

Potential Mode.

Present and Future Tenses.

I may, or can let, &c.

Perfect Tense.

I might, could, should, or would let, &c.

Preter-pluperfect Tense.

I might, could, should, or would have let, &c.

Conjugate the Irregular Verb *To dare*, or *To venture*.

Indicative Mode.

Present Tense.

Singular.	Plural.
1st. I dare.	1st. We dare.
2d. Thou darest.	2d. Ye, or you dare.
3d. He, or she dares.	3d. They dare.

Imperfect Tense.

1st. I durst.	1st. We durst.
2d. Thou durst.	2d. Ye, or you durst.
3d. He, or she durst.	3d. They durst.

Perfect,

Perfect, and Preter-pluperfect Tenses.

Singular.

Plural.

1st. I durst have.	1st. We durst have.
2d. Thou durst have.	2d. Ye, or you durst have.
3d. He durst have.	3d. They durst have.

Future Tense.

1st. I will dare.	1st. We will dare.
2d. Thou wilt dare.	2d. Ye, or you will dare.
3d. He will dare.	3d. They will dare.

Imperatively.

Dare to do it.

Interrogatively.

Dare you to do it?

How is the Verb *Ought* conjugated?

Ought is used only in the Indicative Mode, and never admits of another Verb immediately after it without the Preposition *to*: as, for example, *You ought not to walk*.

Present, and Future Tenses.

Singular.

Plural.

1st. I ought.	1st. We ought.
2d. Thou oughtest.	2d. Ye, or you ought.
3d. He ought.	3d. They ought.

Past Tense.

1st. I ought to have.	1st. We ought to have.
2d. Thou oughtest to have.	2d. Ye, or you ought to have.
3d. He ought to have.	3d. They ought to have.

What do you mean by a Defective Verb?

A Defective

A Defective Verb is a Verb that is imperfect; that is, that cannot be conjugated through all the Modes and Tenses; as the Verb *Ought*, which can only be used in the Indicative Mode.

Which are the Defective Verbs?

The Auxiliary Verbs are in general defective, because they have not any Participles; neither do they admit another helping Verb to be placed before them.

How are the Defective Verbs used?

They are always joined to the Infinitive Mode of some other Verb; as, for example,

I DARE say.

I OUGHT to learn my lesson.

Are the Auxiliary Verbs *Have*, and *Am*, or *Be*, defective?

No; they are perfect, and formed like other Verbs. See page 42, and 50 to 57.

How many Verbs are there in the English language?

The whole number of Verbs, Regular and Irregular, is about 4300. The whole number of Irregular Verbs, the Defective included, is about 170.

INCIDENTAL REMARKS

RELATING TO VERBS.

The VERB agrees with its Noun, or Pronoun, *i. e.* with its Agent, or Subject, which is likewise called the Nominative Case, in Number and Person;

son; as, CHILDREN LOVE play, &c. See page 13 and 40.

The Noun or Pronoun that stands before the Active, or Transitive Verbs, may be called the **AGENT**, and that which stands before the Neuter or Intransitive, the **SUBJECT** of the Verb: but the Noun or Pronoun that follows the Active Verbs, is called the **OBJECT**. See page 34.

Two or more Nouns in the singular Number, joined together by one or more Conjunctions, require Verbs, Nouns, and Pronouns in the plural Number; as, *Socrates and Plato WERE wise: THEY WERE the most eminent PHILOSOPHERS of Greece.*

The Action expressed by a Neuter Verb, see page 35, being confined within the Agent, such Verb cannot admit of an Objective Case after it denoting a Person or Thing as the Object of Action.

When a Noun is added to a Neuter Verb, it either expresses the same notion with the Verb; as, *To dream a dream; To live a virtuous life*: or denotes only the circumstance of the Action, a Preposition being understood; as, *To sleep all night*, i. e. through all the night; *To walk a mile*, i. e. through the space of a mile.

A Verb Active requires a Noun or Pronoun in the Objective Case; as, *Alexander conquered the PERSIANS. Whom ye ignorantly worship, HIM declare I unto you.*

When the Verb is Passive, the Agent and Object change places in the sentence; and the thing acted upon

upon is in the Nominative Case, and the Agent is accompanied with a Preposition; as, *The Persians were conquered by ALEXANDER.*

Verbs are sometimes derived from Adjectives, by adding *en*, as, from *Less*, *to lessen*; or only *n*, as, from *Ripe*, *to ripen*: and from Substantives; as, from *Length*, *to lengthen*.

Verbs are sometimes derived from Substantives; as, from a *Sail*, *to sail*: and from Adjectives; as, from *Warm*, *to warm*; without any change at all.

OF PARTICLES.

WHAT is a Participle?

A Participle is a word derived from a Verb, or rather is part of a Verb, which partakes of the nature of Adjectives* and Nouns.

When does a Participle partake of the nature of an Adjective?

The Participle frequently becomes altogether an Adjective, when it is joined to a Substantive, merely to denote its quality, without any respect to time; expressing not an action, but a habit; and, like an Adjective, admits of the degrees of Comparison. Examples:

* Ward, in his *Essay*, says, that Particles are Verbal Adjectives.

Positive.

Positive. *An accomplished, or a loving.*
 Comparative. *A more accomplished, a more loving.*
 Superlative. *A most accomplished a most loving*
woman, father.

Give me another example:

“Learned is a Passive Participle when joined to an auxiliary or helping Verb; as, *I have learned my lesson*; but when it is used without any relation to time, as *a learned man*, it is an Adjective.

When does a Participle partake of the nature of a Substantive?

The Participle, with an Article before it, and the Preposition *of* after it, becomes a Substantive, expressing the action itself, which the Verb signifies; as, for example, “The middle station of life seems “to be the most advantageously situated for *the* “*gaining of wisdom*. Poverty turns our thoughts “too much upon *the supplying of our wants*; and “riches upon enjoying *our superfluities*.”

• How many Participles are there?

Two: the + Gerund, *i. e.* the Active or Present Participle, and the Passive Participle.

How is the Active Participle formed?

By the addition of *ing* to the Present Tense, or radical form of the Verb; if it end in *e*, the *e* is omitted; as, for example,

* Addison's Spectator, No. 464.

† A very ingenious writer on the English Language calls what is here distinguished by the name of a Participle Active, the Gerund: “Gerunds, says he, are Verbal Substantives “ending in *ing*.” See *Essays by John Ward*.

Infinitive.

Infinitive.	Active Participle.
<i>To love.</i>	<i>Loving.</i>

Are there any exceptions?

Where the silent *e* is preceded by the soft *g*, the *e* must be preserved, or the sense of the word would otherwise be ambiguous; for we have no other means of distinguishing *singeing*, the Participle of *to singe* (to scorch), from *singing*, the Participle of *to sing*; or *swingeing*, the Participle of *to swinge* (to lash, or to punish), from *swinging* (to go backward and forward in the air). *Cringing*, *twinging*, &c. omit the *e* because we have no such Verbs as *to cring* or *to twing*.

If the Radical Form, or Infinitive, end in a single Consonant, with a single Vowel before it, how is the Active Participle formed?

If the Infinitive end in a single Consonant, preceded by a single Vowel, that Consonant is doubled. Example:

Infinitive.	Active Participle.
<i>To commit.</i>	<i>Commit-ting.</i>

The Gerund, or Active Participle, follows Substantives and Adjectives; not the Infinitive Mode of the Verb: thus we say, *The art of writing*; *desirous of seeing*.

How is the Passive Participle formed?

In Regular Verbs, it is formed by the addition of *d*, if the Present or Radical Form end in *e*; as, for example,

Infinitive.	Passive Participle.
<i>To love.</i>	<i>Loved.</i>

Or

Ques. If the Verbs end in any other letter; as,

Scolded. *Culled.*

Commanded. *Commemorated.*

The Passive Participles of the Irregular Verbs, are inserted in the List of those Verbs.

May the Passive Participle, and the Past Tense, be used indiscriminately?

No: the Passive Participle, and not the Past Tense, should be always used to form the Passive Verbs; as; *The book was written*, not *The book was wrote*.

INCIDENTAL REMARKS

RELATING TO PARTICIPLES.

The Gerund, or Participle Present, governs the Objective Case of the Pronoun. Example: *She is instructing us.* *He was admonishing THEM.*

* " The English Grammar lays down a good rule with respect to its Particiles of the Past, that they all terminate in *d*, *t*, or *n*. This analogy is, perhaps, liable to as few exceptions as any. Considering, therefore, how little analogy of any kind we have in our language, it seems wrong to annihilate the few traces that may be found. It would be well, therefore, if all writers, who endeavour to be accurate, would be careful to avoid a corruption, at present so prevalent of saying, *it was wrotes*, for, *it was written*; *be was droves*, for, *be was driven*; *I have went*, for, *I have gone*, &c. In all which instances, a Verb is absurdly used to supply the proper Participle, without any necessity from the want of such word." See *Hermes, or a Philosophical Inquiry concerning Universal Grammar*, by *James Harris*, Esq.

an to *Argyranthemum* species as *A. bellidifolium* and *A. frutescens* (L.) Schlecht.

OF ADVERBS.

WHAT is an Adverb? It is a Part of Speech added to Verbs and Participles, and also to Adjectives and other Adverbs, to express some qualities or circumstances belonging to them.

From what are Adverbs derived?

Adverbs may be derived from several of the Parts of Speech; as, for example, from

a Substantive, as, from <i>Ape</i> ,	<i>Apisly</i> .
an Adjective, as, — <i>Virtuous</i> ,	<i>Virtuously</i> *.
a Participle, as, — <i>Knowing</i> ,	<i>Knowingly</i> .
a Preposition, as, — <i>After</i> ,	<i>Afterwards</i> .

How many kinds of Adverbs are there?

The principal Adverbs are those of Place, those of Time, and those of Manner and Quality; which are formed from Adjectives by adding *ly*; as, from *beautiful*, is formed *beautifully*, i. e. in a ~~beautifull~~ manner; from *sweet*, *sweetly*, i. e. with some degree of sweetneſſ. Adverbs may be diſtributed into

* Words ending with any double letter but *l*, and taking *ness*, *less*, *ly*, or *ful* after them, preserve the letter double; as, *carelessness*, *slifly*, *distressful*, &c. but those words ending with double *l*, and admitting the above terminations, omit one *l* as fully.

as many kinds, as there are circumstances of an Action; as, for example,

ADVERBS.

1st. of Time; present, past, future, uncertain. Ex. *now*, *to-day*, *lately*, *yesterday*, *to-morrow*, *not yet*, *often*, *seldom*.

2d. of Order; *first*, *secondly*, *thirdly*, &c. Ex. *first*, *she shall write*, and *secondly*, *take a walk*.

3d. of Number; *once*, *twice*, *thrice*, &c. Ex. *I spoke twice*, and *wrote thrice*.

4th. of Place; *here*, *there*, *above*, *below*, *within*, &c. Ex. *where is your book?* *it is above*.

5th. of Motion; *forward*, *backward*, *behind*. Ex. *go back to the left*.

6th. of Distance; *yonder*, *far*, *yon*. Ex. *on yonder hill*. *Is it far off?*

7th. of Manner; *gracefully*, *politely*. Ex. *she dances gracefully*; *she behaves politely*, i. e. in a graceful, or in a polite manner.

8th. of Quantity; *enough*, *sufficiently*, &c. Ex. *I have read enough*.

9th. of Quality; *well*, *ill*. Ex. *are you ill?* *no, I am well*.

10th. of Relation; *particularly*, *respectively*. Ex. *particularly in this case*.

11th. of Union; *together*, *jointly*, &c. Ex. *they came together*.

12th. of Division ; *apart, separately, &c.*

Ex. they were set *apart* ; written *separately*.

13th. of Exclusion ; *only, but, exclusively, &c.*

Ex. *Take only one* ; that is *exclusively*.

14th of Comparison ; *as, so, than, more, less.*

Ex. this is *as good*, nay *more so* ; do *so*, rather than otherwise.

15th. of Preference ; *rather, nay, &c.* Ex. I had *rather stay, nay, especially now.*

16th. of Certainty ; *truly, certainly, surely, &c.* Ex. *certainly, she is truly deserving.*

17th. of Affirmation ; *yes, indeed, &c.* Ex. Is she good ? *yes, indeed she is.*

18th. of Doubt ; *perhaps, possibly, &c.* Ex. *perhaps, I may go ; possibly, you will.*

19th. of Explanation ; *as, namely, viz.* See page 79, &c. Ex. three Plants, *namely*, a Rose, a Pink, and a Geranium.

20th. of Negation ; *no, not, &c.* Ex. *no, madam, I will not do it.*

21st. of Interrogation ; *why, wherefore, how, &c.* Ex. *why do you grieve ? wherefore should you ? how can you do so ?*

22d. of Conclusion ; *therefore, consequently,* Ex. She is obstinate, *consequently* wrong. She is good, *therefore* she must be happy.

Are Adverbs ever compared?

Sometimes; as, for example, *soon, sooner, soonest; often, oftenest.*

Those ending in *ly*, are compared by *more*, and *most*.

Are the above-mentioned words always Adverbs?

No; many words in the English language are sometimes used as Adjectives, sometimes as Adverbs, and sometimes as Substantives.

Give me some Examples:

MORE things may be learned from reading than conversation.

In this case *more* is an Adjective; because it makes sense when joined to things. See page 3.

Martha is MORE diligent than Mary.

More is evidently an Adverb, used in comparing the Adjective *diligent*.

LITTLE things are sometimes of great consequence.

Little is in this place an Adjective.

Ab! LITTLE think the gay, &c.

Here *little* is an Adverb.

LESS things have produced great effects.

Less is an Adjective.

The English are LESS volatile than the French.

Less an Adverb.

The LEAST thing you can do is to offer her your assistance.

Least an Adjective.

The

Those who are the MOST learned, are in general the LEAST conceited.

Least and most are Adverbs.

TO-DAY's lesson is more difficult than YESTERDAY's (i. e. than the lesson of yesterday); but TO-MORROW's will be more so than either.

Yesterday, to-day, and to-morrow, are Substantives, because they are words that make sense by themselves, and admit likewise of the Genitive Case. See page 13.

She came home YESTERDAY; she sets out again TO-DAY, and she will return TO-MORROW.

In this sentence, *yesterday*, *to-day*, and *to-morrow*, are Adverbs of Time, because they answer to the question *when?*

The word *much* may be used as a Substantive, as an Adjective, or as an Adverb.

An example of *much* used as a Substantive:

Where MUCH is given, MUCH will be required.

As an Adjective:

MUCH money has been expended.

As an Adverb:

It is MUCH more blessed to give than to receive.

Are Adjectives ever used instead of Adverbs?

It is very improper to use the Adjective instead of the Adverb; though many examples may be found in the works of the best writers; as, “*EXTREME* (instead of *extremely*) unwilling.” Swift.—“*I shall endeavour to live hereafter SUIT-*

"ABLE (instead of *suitably*) to a man in my station." Spectator, No. 530. — This frequently renders the meaning of the author obscure; as, for example, in Psalm xxxv. 19. "O let not them that are mine enemies triumph over me *ungodly*;" ought it not rather to be *ungodlily*, i. e. in an ungodly manner?

INCIDENTAL REMARKS
RELATING TO ADVERBS.

ADVERBS have neither Concord nor Government; i. e. they neither *agree* with, nor *govern* any other words. The Adverb is generally placed alone, or near to the word which it affects; and its propriety and force depends on its position.

Two Negatives in English destroy one another, or makes an Affirmative; as, *I CANNOT eat NONE*, signifies *I can eat some*.

The Comparative Adverbs *than*, and *as*, have the Nominative or leading State of a Pronoun after them, when the Verb is not repeated or expressed, to which the Pronoun is the Nominative; as, *She is wiser THAN he*, i. e. than he is; *Maria is not so tall AS I*, i. e. as I am.

Than takes the same Case after it that goes before it; as, *He is greater than I*, i. e. than I am; *She loves her better than me*, i. e. than she does me.

ADVERBS usually precede the Adjectives, and follow the Verbs with which they are connected; as,

Deference is the MOST elegant of all complements.

A wise man will desire no more than what he may get JUSTLY, use SOBERLY, distribute CHEERFULLY, and live upon CONTENTEDLY.

If the Verb have an Auxiliary, the Adverb may be placed between the Auxiliary and the Verb; as,

You have OFTEN deceived me.

It hath FREQUENTLY happened.

Viz. is an Adverb of Explanation; it is a contraction of *videlicet*, a Latin word, which signifies *to wit*, or *it is*; but is a corrupt abbreviation.

ENOUGH is sometimes used as the Plural of *enough*, i. e. in a sufficient number.

Ex. "Man had not foes enough besides."

Milton.

As the Preposition subjoined to the Verb has the construction and nature of an Adverb, so the Adverbs *here*, *there*, *where*, with a Preposition subjoined, as, *hereof*, *therewith*, *whereupon*, have the construction and nature of Pronouns; and Adverbs, when they connect sentences, may be considered as Conjunctions; as, *She speaks to me, NOT to her.*

OF PREPOSITIONS.

WHAT is a Preposition?
It is a word that is put before Nouns and Pronouns chiefly, to connect them with other words, and to shew the relation that one word has to another.

Which are the principal Prepositions?

Above.	Beneath.	In.	Till.
About.	Beside.	Into.	To.
After.	Besides.	Near.	Towards.
Against.	Between.	Nigh.	Upon.
Along.	Betwixt.	Of.	Untill.
Among.	Beyond.	Off.	Unto.
Amongst.	By.	Out.	Under.
At.	Concerning.	On.	With.
Before.	During.	Over.	Within.
Behind.	For.	Since.	Without.
Below.	From.	Through.	

Given some Examples:

My book is *above*.

I will tell you *about* it, *after* you have done.

There are peaches *against* the wall, *along* the side.

It is *among* my books, or *amongst* yours.

I will be *at* home *before* you.

Behind

Behind the door, and below the window.
Beneath the shade.
Beside my lesson, and, besides what you said.
Between friends, let us divide it betwixt us.
I walked beyond the farm.
Sit by me, and tell me concerning the affair which happened, during your stay in the country.
She took it for me, from her, in the garden.
Go into the fields, they are nigh to the house.
His house is near mine.
Have you heard of the man who fell off his horse?
Is he out of danger?
The account is on the table.
He lives over the way.
I have heard more of it since.
He rode through Hyde Park.
She played till I went to her.
The dog came towards her, and jumped upon her.
I will wait until you come unto me, and shelter myself under the door-way with my sister.
Go within doors, do not stay without, for you will take cold.

Of what use are Prepositions?

One great use of Prepositions in English, is to express those relations which in some languages are chiefly marked by Cases; or the different endings of Nouns. See page 28.

Are not Prepositions often prefixed to Verbs in composition?

ad 1

E 5

Yes;

Yes ; for example, *to overturn*, *to undertake*.

There are likewise some that are inseparable Prepositions in our language, but are frequently combined with verbs ; as,

a, be, fore, mis, un, up.

EXAMPLES.

a-shore, i. e. *on shore*.

be-times, i. e. *in time, early*.

fore-tell, i. e. *to tell beforehand*.

mis-conduct, i. e. *want of conduct, ill management*.

unable, *un* gives to the compound word, a sense directly contrary to that of the simple word.

up-lift. *up* denotes a higher situation.

up-rear, a motion upwards.

INCIDENTAL REMARKS

RELATING TO PREPOSITIONS.

PREPOSITIONS are frequently subjoined to Verbs ; in which case they take the nature of the Adverb, and considerably affect the meaning of the Verb ; as, *to give over* ; *to make out*.

PREPOSITIONS are usually placed before the words to which they relate ; as, *he went FROM Dover TO Calais*.

PREPOSITIONS have a government of Cases ; and in English they always require the Objective Case after them ; as, *With him* ; *from her* ; *to me*.

See page 18.

The

The Preposition is often separated from the Relative which it governs, and joined to the Verb at the end of the sentence ; as, *That is a book WHICH I am pleased WITH* ; *Johnson is an author WHOM I am delighted WITH* : but the placing of the Preposition before the Relative is more elegant, as well as more perspicuous ; as, *That is a book with which I am pleased* ; *Johnson is an author with whom I am much delighted*.

The Noun has generally the same Preposition after it that the Verb requires, from which it is derived ; as,

<i>To comply WITH,</i>	<i>in Compliance WITH.</i>
<i>To condescend TO,</i>	<i>in Condescension TO.</i>
<i>To depart FROM,</i>	<i>a Departure FROM.</i>
<i>To bestow a favour UPON,</i>	<i>a Bestower of favours UPON.</i>

<i>Accused OF theft,</i>	<i>an Accusation OF theft.</i>
--------------------------	--------------------------------

UNTO, the old word for *to*, is now obsolete, or out of use.

Different relations, and different senses, must be expressed by different Prepositions, though in conjunction with the same Verb, or Adjective. Ex. *to converse WITH a person, UPON a subject, IN a house.*

We also say, *we are disappointed OF a thing*, when we cannot get it ; and *disappointed IN it*, when we have it, and it does not answer our expectations ; *she disapproved OF my writing, and my writing was disapproved BY her.*

The Preposition is frequently placed after the Verb, and separates it from it, like an Adverb; in which situation, it affects the sense, and may give it a new meaning.

To value ourselves *upon* any thing.

To bestow favours *upon*.

To fall *under* their notice.

To be engaged *in* quarrels.

To be restored *to* favour.

To accuse *of* any thing.

To swerve *from* any duty.

To differ *from*, to dissent *from*.

A diminution *of*, or derogation *from*.

The Noun * *Aversion*, (*i. e.* a turning away) requires the Preposition *from* after it; and does not properly admit of *to*, *for*, or *towards*.

OF CONJUNCTIONS.

WHAT is a Conjunction?

A Conjunction is a Part of Speech that joins words and sentences together, and shews the manner of their dependance on one another.

Can you give me a List of the principal Conjunctions?

* See Lowth's Grammar, page 141. Dr. Priceley differs from his opinion. See page 158.

The Principal Conjunctions are,

Again.	Either.	Nevertheless.	Than.
Albeit.	Else:	Notwith-	Thereupon.
Also.	Except.	standing.	Therefore.
Although.	For.	Nor.	Though.
Altho'.	However.	Or.	Unless.
And.	If..	Otherwise.	Whereas.
As.	Left.	Save.	Whereupon.
Because.	Likewise.	Since:	Whether.
Both.	Moreover.	So.	Yet.
But.	Neither.	That.	

Do any other words connect sentences besides those which are called Conjunctions?

Yes: the Relative Pronouns, *who*, *which*, *that*; as, for example,

Blessed is the man who feareth the Lord, and keepeth his commandments.

How many sorts of Conjunctions are there?

There are many; as,

The Copulative, which joins the Sentence, expressing continuation; they are, *as*, *and*, *also*, *both*, *neither*, *nor*, &c. as, *Cæsar came, saw, and conquered.*

Lætitia and Louisa were there, Caroline was also with them.

The Disjunctive, expressing opposition; as, *either*, *or*, &c.

Ex. *green or blue, either.*

The

The Concessive, expressing concession; as, *though*, *although*.

A liar is not believed *though* he speak the truth.

The Causal, expressing a cause; as, *for*, *because*, &c.

You are happy, *because* you are good.

The Final, expressing an end, *that*, &c.

She read it twice, *that* she might understand it better.

The Conditional, expressing condition; *if*, *but*, &c.

If you are attentive, you will improve.

The Exceptive, expressing exception; *except*, *unless*, &c.

Except you speak, *unless* you learn.

The Suspensive, expressing suspension; *whether*, *not*.

Whether it be you or I.

Are these words always Conjunctions?

No: they are sometimes Adverbs; and the sense alone can determine when they are used as Conjunctions, and when as Adverbs.

Are they always either Conjunctions or Adverbs?

In general they are, though *for* is sometimes a Preposition, and *that*, and *whether*, are sometimes Pronouns.

Have not some Conjunctions their correspondent Conjunctions belonging to them?

Yes: they are such as answer to each other in the construction of a sentence; as,

Though, Although, answering to *yet, or nevertheless*.

Ex. *Although she is young, yet she is not handsome.*

Or, to whether.

Whether it were I or you.

Or, to either.

Either this book or that.

Nor, to neither.

Neither the one nor the other.

As, to as; expressing a comparison.

As white as snow.

I think Milton as great a poet as Virgil.

So, to as; implying a comparison.

The city of Bristol is not near so large as that of London.

That, to so.

It is so obvious that I need not mention it.

So, to that; expressing a consequence.

I was so tired that I fell asleep.

INCIDENTAL REMARKS

RELATING TO CONJUNCTIONS.

CONJUNCTIONS join the same Cases together; as; *SHE and I will read; she taught HER and ME to read*

There

There are two sorts of words which connect sentences, *viz.* Relatives and Conjunctions; as, *Blessed is the man, who feareth the Lord, AND keepeth his commandments.*

The Relative *who*, after the Conjunction *than*, must be put in the Objective Case; as, *Fitus, than whom no prince was more beloved, succeeded his father Vespasian.*

Some Conjunctions require the Indicative, some the Subjunctive Mode after them: others have no influence at all on Modes.

When the Conjunction occasions the sense to be doubtful or uncertain, it takes the Subjunctive Mode after it; as, “*IF there BE any thing that makes human nature appear ridiculous, it is pride;*” or, *THOUGH he FALL, he shall not be utterly cast down.*

The Conjunctions that are of a positive and absolute nature, require the Indicative Mode, or rather leave the Mode to be determined by the other circumstances and conditions of the sentence.

OF INTERJECTIONS.

WHAT is an Interjection? It is a word that expresses some passion of the mind; as, *Alas! Ob! Hush! &c.* It is so called, because Interjections are introduced between

tween the parts of a sentence, without making any other alteration in it. They are a kind of natural sounds to express the affection of the speaker.

INTERJECTIONS are put before Nouns, and the Nominative Case of Pronouns; as, *O king live for ever! O thou that livest in the heavens!*

A LIST OF THE IRREGULAR VERBS.

The English Irregular Verbs are,

Present Tense, or Radical Form.	Past, or Imperfect Tense.	Passive Participle.
---------------------------------	---------------------------	---------------------

Abide *, to dwell.	Abode.
--------------------	--------

Am, or To be †.	Was,	Been.
-----------------	------	-------

Arise,	Arose,	Arisen.
--------	--------	---------

Awake ‡.	Awoke, R	[Awaked.] Bear,
----------	----------	--------------------

* *Abide* is used with the Preposition *With* before a Person, and *At* or *In* before a Place.

† *To be*, the Auxiliary Verb, by which the Verb Passive is formed. The words marked in Italics are the Auxiliary or Helping Verbs, which are defective, that is, wanting in some of their parts, except the Verbs *Am*, and *Have*.

‡ All Verbs in this list that have the regular Form in use, as well as the irregular, are marked with an R.

Those

Present Tense, or Past, or Imperfect Tense. *Passive Participle.*
Radical Form.

Bear, to bring **Bare,** **Born.**
 or *forth.*

Bear, to carry, **c Bare, or Bore;** **Borne.**

Beat, **c Beat,** **c Beat, or Beaten.**

Begin, **Began,** **Begun.**

Bend, **Bent, R** **Bent. R**

**Bereave, to de-
prive of.** **Bereft, R** **Bereft.**

Beseech, to beg, **V Besought, P U** **Besought.**
 or *entreat.*

Bid, **Bade,** **Bidden.**

Bind, **Bound,** **Bound.**

Bite, **Bit,** **Bitten.**

Bleed, **Bled,** **Bled.**

Blow, **Blew,** **Blown.**

Break, **Brake, or Broke.** **Broken.**

Breed, **Bred,** **Bred.**

Bring, **Brought;** **Brought.**

Build, **Built, R** **Built.**

Burst, **c Burst,** **Bursten.**

Buy, **Bought,** **Bought.**

Can, **Could.**

Cast, **c Cast,** **c Cast.**

Those Verbs which are marked with a C are irregular by contraction: thus, bear, from beated; burst, from bursted; cast, from casted, &c. because of the disagreeable sound of the syllable *ed* after *d*, or *t*.

Catch,

The Irregular Verbs. 91

Present Tense, or Past, or Imper. Passive Participle.
Radical Form. Perfect Tense.

Catch,	Caught, R	Caught. R
Chide,	Chid,	Chidden.
Choose, or chuse.	Chose,	Chosen.
Cleave, to adhere, to stick.	Clave,	Cloven.
Cleave, to split.	Clove, Clave,	Claven, or Cleft. or Cleft,
Climb, to hang upon.	Climb, R	[Climbed.]
Cling,	Clang,	Clung.
Clothe,	Clad, R	Clad. R.
Come,	Came,	Come.
Cost,	Cost,	Cost.
Crow,	Crew, R	[Crowded.] R.
Creep,	Crope,	Crept. R.
Cut,	Cut,	Cut.
Dare *, to venture; not to be afraid.	Durst,	[Dared.]
Deal,	Dealt, R	Dealt. R.
Dig,	Dug, R	[Dugged].
Do,	Did.	

* *Dare*, to challenge, to defy, a Verb Active, and a Regular Verb.

Do,

92 *The Irregular Verbs.*

Present Tense, or Radical Form.	Past, or Imper- fect Tense.	Passive Parti- ciple.
Do*, to per- form, &c.	Did,	Done.
Draw,	Drew,	Drawn.
Drive,	Drove,	Driven.
Drink,	Drank,	Drunk.
Dwell,	Dwelt, ^R	Dwelt. ^R
Eat,	Ate,	Eaten.
Fall,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Flee †,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forsake,	Forsook,	Forsaken.
Freeze,	Froze,	Frozen.

* The Verb *To do* is a perfect Verb. It has several signifi-
cations. It sometimes means to act; as,

“Who does the best his circumstance allows,

“Does well, acts nob'y; angels could no more.”

Young.

† It may be proper to distinguish this from the Verb *to fly*.
Observe, that we **FLEE** from danger; and a bird **FLIES** with
wings.

Freight,

Present Tense, or Past, or Imper- Passive Parti-
Radical Form.fect Tense. ciple.

Freight, to load [Freighted,] Fraught *. R

a ship with
goods.

Get †, Gat, Got, or Gotten.

Gild, Gilt, R Gilt. R

Gird, Girt, R Girt, R

Give, Gave, Given.

Go, Went, Gone.

Grave, to carve. [Graved,] Graven.

Grind, Ground, Ground,

Grow, Grew, Grown.

Have, Had, Had.

Hang †, Hung, Hung, or
Hanged.

Heave, to lift. [Heaved,] an- Hoven. R
ciently Hove ||,

Help, [Helped,] Holpen. R

* Bishop Lowth observes, that "Fraught seems rather to be an Adjective, than the Participle of the Verb *To freight*, which has regularly *freighted*."

† The Verb *to get*, used by way of possession, is, I think, awkward and inelegant; as, *I have GOT a very good pen*; *she has GOT none*: To say *I have any thing* is sufficient.

‡ Different Participles of the same Verb are sometimes used in different senses. Thus we say, *A man is hanged*; but *The coat is hung up*.

|| The Past Time *bove*, and Participle *boveen*, were formerly in use; now the regular Form is preferred.

Hew,

Present Tense, or Past, or Imperfect Tense. Passive Participle.

Radical Form. *feß Tense.* *Participle.*

Hew, to cut, or [Hewed,]

chop.

Hewn.

Hide, Hid,

Hidden.

Hit, to strike, c Hit,

c Hit.

Hold, Held,

Holden, or Held.

Hurt, c Hurt,

c Hurt.

Keep, Kept,

Kept.

Knit, c Knit,

Knit, or Knitted.

Know, Knew,

Known.

Lade, [Laded,]

Laden.

Lead, Led,

Led.

Leave, Left,

Left.

Lend, Lent,

Lent.

Let*, c Let,

c Let.

Light †, Light,

Light.

* When *Let* signifies to let down; as, *It was let down in a basket*; or to permit; as, *Let her not hurt me*; (i. e. permit, or suffer, her not to hurt me) the Passive Participle is like the Imperfect, or Past Tense *let*; but when it signifies to hinder, as in the following example from Shakespeare, “*Let him* “*think what he will, he shall not let me from acting as* “*I ought*,” its Participle Passive is *detected*. See Johnson’s Dictionary.

† When the irregular Past Time, and Participle, of this Verb is used, it is pronounced short, *Lit*; whereas the regular Form is pronounced long; as,

Present, *light*. Past, *lighted*. Participle, *lighted*.

The regular Form is preferable, and most used in writing.

Lie,

The Irregular Verbs. 95

Present Tense, or Radical Form.	Past, or Imperfect Tense.	Passive Participle.
Lie *, <i>to lie down.</i>	Lay,	Lien, or Lain.
Load, <i>to freight,</i>	[Loaded,]	Loaden.
Lose,	Lost,	Lost.
Make,	Made,	Made.
May,	Might.	
Meet,	Met,	Met.
Mow, <i>to cut with a scythe.</i>	[Mowed,]	Mown.
Must †.		
Ought ‡,	Ought.	

* This Neuter Verb *Lie*, is frequently confounded with the Verb *To lay*, i.e. *to put or place*, which is Active, and a Regular Verb. So it is said, very improperly, *where did you LAY last night*, instead of *where did you LIE?*

† *Must* is an imperfect Verb; it means, to be obliged: it is only used before a Verb. *Must* generally marks the Present Time; as,

“ *Needs MUST the pow'r*

“ *That made us, and for us this ample world,*

“ *Be infinitely good!*” MILTON.

It often is applied in a Future Sense; as,

“ *Remember I am built of clay, and MUST*

“ *Resolve to my originar y dust!*” SANDYS.

— *Must* implies Necessity; as, *I must go.*

‡ *Ought* signifies duty; as, *I ought to behave well.* *Ought* is used only in the Indicative. See page 65.

Pay,

96 The Irregular Verbs.

Present Tense, or Radical Form.	Past, or Imper. fect Tense.	Passive Parti- ciple.
Pay,	Paid,	Paid.
Put,	c Put,	c Put.
Quit,	Quit, or Quitted.	Quit.
	Quoth he.	
Read,	c Read,	Read.
Rend, to tear.	Rent, [bent]	Rent.
Ride,	Rode,	Rid, or Ridden.
Ring,	Rang,	Rung.
Rise,	Rose,	Risen.
Rive, to split.	[Rived.]	Riven.
Run,	Ran,	Run.
Saw, to cut with a saw.	[Sawed.]	Sawn.
Say, to speak.	Said,	Said.
See,	Saw,	Seen.
Seek, to seek for.	Sought,	Sought.
Seethe, to boil.	Sod, or Seethed,	Sodden.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set *,	c Set,	c Set.
Shake,	Shook,	Shaken.
Shave,	[Shayed.]	Shaven.

To set, Verb Active, To plant; to adapt with notes.

The Irregular Verbs. 97

Present Tense, or Radical Form.	Past, or Imper- fect Tense.	Passive Parti- ciple.
Shear, <i>to cut.</i>	Shore, ^R	Shorn.
Shed,	Shed,	Shed.
Shine,	Shone, ^R	Shone. ^R
Shew, <i>or</i>	[Shewed,] <i>or</i>	Shewn.
Show,	[Showed,]	Shown.
Shoe, <i>to fit with</i> <i>a shoe.</i>	Shod,	Shod.
Shall,	Should.	
Shoot,	Shot,	Shot.
Shrink,	Shrank,	Shrunk.
Shred, <i>to cut into</i> <i>small pieces.</i>	c Shred,	c Shred.
Shut,	c Shut,	c Shut.
Sing,	Sang,	Sung.
Sink,	Sank,	Sunk.
Sit, <i>to sit down.</i>	Sat,	Sat, or Sitten.
Slay, <i>to kill.</i>	Slew,	Slain.
Sleep,	Slept,	Slept.
Slide,	Slid,	Slidden.
Sling, <i>to throw.</i>	Slang,	Slung.
Slink, <i>to steal out</i> <i>of the way.</i>	Slank,	Slunk.
Slit, <i>to cut length- ways.</i>	c Slit, ^R	c Slit, or Slitted.
Smite, <i>to strike;</i>	Smote,	Smitten.

98 The Irregular Verbs.

Present Tense, or Radical Form.	Past, or Imperfect Tense.	Passive Participle.
Sow *, to scatter seed.	[Sowed,]	Sown. <small>R</small>
Speak,	Spake, or Spoke,	Spoken.
Speed, to make haste.	Sped,	Sped, or Speeded.
Spend,	Spent,	Spent.
Spill,	Spilt, <small>R</small>	Spilt. <small>R</small>
Spin,	Spun, or Span.	Spun.
Spit,	Spat,	Spitten.
Split,	c Split, <small>R</small>	Split, or Splitted.
Spread,	c Spread,	c Spread,
Spring,	Sprang,	Sprung,
Stand,	Stood,	Stood.
Steal,	Stole,	Stolen.
Stick,	Stuck,	Stuck.
Sting,	Stang,	Stung.
Stink,	Stank,	Stunk.
Stride, to walk with long steps.	Strode, or Strid,	Stridden.
Strike,	Struck,	Struck, or Stricken.
String,	Strung,	Strung.

* *To sew, to stitch with a needle and thread, is a regular Verb: Example,*

Present, I sew; Past, She has sewed the seam; Participle, It is well sewed.

The Irregular Verbs. 99

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imperfect Tense.</i>	<i>Passive Participle.</i>
Strive, to endeavor.	Strove, ^R	Striven.
Strow, or Strew, to spread or scatter.	[Strowed,] or Strewed,	Strown.
Swear,	Swore, or sware,	Sworn.
Sweat,	Sweat,	Sweat.
Swell,	[Swelled,]	Swollen. ^R
Swim,	Swam,	Swum.
Swing,	Swang,	Swung.
Take,	Took,	Taken.
Teach,	Taught,	Taught.
Tear, to rend.	Tore, or Tare,	Torn.
Tell,	Told,	Told.
Think,	Thought,	Thought.
Thrive, to prosper.	Throve, ^R	Thriven.
Throw,	Threw,	Thrown.
Thrust, to push.	^C Thrust,	^C Thrust.
Tread,	Trod,	Trodden.
Wax, to grow.	[Waxed,]	Waxen,
Wear,	Wore,	Worn.
Weave, to work with a loom.	Wove, ^R	Woven. ^R .
Weep,	Wept,	Wept.
	F 2	Will,

100 *The Irregular Verbs.*

Present Tense, or Radical Form. *Past, or Imperfect Tense.* *Passive Participle.*

<i>Will,</i>	<i>Would.</i>	
<i>Win, to obtain.</i>	<i>Won,</i>	<i>Won.</i>
<i>Wind,</i>	<i>Wound, ^R</i>	<i>Wound, or Winded.</i>
<i>Work,</i>	<i>Wrought, ^R</i>	<i>Wrought, or Worked.</i>
<i>Wring, to twist.</i>	<i>Wrung, ^R</i>	<i>Wrung, or Wringed.</i>
<i>Write,</i>	<i>Wrote,</i>	<i>Written.</i>

APPENDIX.

EXAMPLE OF
GRAMMATICAL CONSTRUCTION,

IN WHICH

All the PARTS of SPEECH are explained.

BETTER is a dry Morsel and Quietness therewith, than a House full of Sacrifices with Strife. This is Solomon's Opinion, *Proverbs xvii. v. 1.*

Now, were we to look into the World, we should find that Enmities seldom arise from deliberate Reflection; but, too often, alas! from the most trifling Incidents. Man is naturally impatient; so that, forgetting himself in the first Moments, he is fired at a Trifle, which, had he disregarded, would have died away of itself.

BETTER An Adverb of Comparison *.—
An Adverb is a Part of Speech

* *Better* is also the Comparative Degree of the Adjective *Good*: when it is an Adjective, you may join *Being* to it without altering the sense. See page 3.

which may be joined to Verbs and Participles, and also to Adjectives and other Adverbs, to express some qualities or circumstances belonging to them. See page 3.

as

A Verb. Indicative Mood, Present Tense, of the Irregular Auxiliary perfect Neuter Verb, *To be*. Present Tense, *am*; Past, *was*; Participle Passive, *been*; third person singular Number, agreeing with the Nominative Case, *Morsel*. See the Verb *TO BE*, page 50, 51.

A

The Indefinite Article, used in a large or unlimited sense, not denoting in this place any particular morsel; *a* is always placed before words which begin with Consonants, and only before words of the singular Number. See Page 6.—In this place repeat, An Article is, &c. See page 2.

DRY

An Adjective.—It is an Adj. because it denotes the quality, or property of the Noun Sub. *Morsel*. It is compared by changing the *y* into *i*, and adding *er* to form the Comparative, and *est* the Superlative; as, *drier*, *driest*. See pages 30 and 31.

MORSEL

Grammatical Construction. 103

MORSEL A Substantive, sing. and com.
— A Sub. is the Name, &c. See
page 2.

AND A Conjunction Copulative. —

A Conjunction is a word, &c.
See page 4.

QUIETNESS A Substantive, derived from the
Adjective *Quiet*, by adding the ter-
mination *ness*.

THEREWITH, AN Adverb.
THAN An Adverb*, used only in Com-
parison.—Adverbs are, as before.

A The Indefinite Article.
HOUSE A Substantive common.

FULL An Adjective.
OF A Preposition.— A Preposition is
put, &c. See page 4.

SACRIFICES A Substantive common, plural
Number.

WITH A Preposition.
STRIFE. A Substantive.

THIS A Pronoun Demonstrative.—
Pronouns are, &c. page 18. *This*
is called a Demonstrative Pronoun,
because, &c. See page 23.
IS A Verb, as before.

* Bishop Lowth says, that *Than*, used after a Comparative
word, is a Conjunction: Ex. *One mightier than I.*

SOLOMON'S A Proper Name, singular Number, Genitive or Possessive Case; formed by adding 's to the Nominative. See page 13.—A Substantive Proper is, &c. See page 8.

OPINION. A Substantive.

Now, A Conjunction.

WERE A Verb. Subjunctive Mood, (the Conditional Conjunction *if* is understood) Imperfect Tense, of the Verb *To be*; first Person plural, agreeing with the Nominative Case *We*.

WE A Pronoun Personal: first Person plural, Nominative Case.—Pronouns are words, &c. The Personal Pronouns are, &c. They partake, &c. They differ from Nouns, &c. See page 18, 19.

TO A Preposition. Before a Verb, it is the sign of the Infinitive Mode. See page 37.

LOOK A Regular Active Verb: Infinitive Mode.—A Verb is a word whereby something, &c. A Verb Active denotes, &c. See page 34. The Infinitive Mode expresses, &c. See page 36.

Grammatical Construction. 105

INTO A Preposition, as before.

THE The Definite Article—An Article is, &c. The Definite or Demonstrative Article *The* determines, &c. See page 5, 6.

WORLD, A Substantive.

WE As before.

SHOULD A sign of the Potential Mode. See page 38. And the conditional form of the Auxiliary *shall*. See page 43.

FIND A Verb. Potential Mode, (following the sign *Should*) Imperfect Tense of the Active irregular Verb *To find*. Present, *find*; Past, *found*; Participle Passive, *found*. See page 92. Plural Number, first Person, agreeing with the Nominative *We*.

THAT A Conjunction.

ENMITIES A Substantive. Plural Number, Nominative Case.

SELDOM An Adverb of undetermined Time.

ARISE A Verb Neuter. Indicative Mode, Present Tense, of the Neuter irregular Verb *To arise*. See page 89. Present Tense, *arise*; Past, *arose*; Participle Passive, *arisen*; third Person plural, agreeing with the Nominative Case *Enmities*.—A Verb.

	Neuter or Intransitive, denotes, &c.
	See page 35.
FROM	A Preposition.
DELIBERATE	An Adjective.
REFLECTION;	A Substantive.
BUT,	A Conjunction disjunctive.
TOO	An Adverb.
OFTEN,	An Adverb of Time undetermined.
ALAS!	An Interjection, expressing Concern.—Interjections are, &c. See p. 88.
FROM	A Preposition.
THE	The Definite Article.
MOST	An Adverb.—It is also sometimes the Superlative Degree of the Adjective <i>Much</i> . See page 31. It is in this place an Adverb, because it is used to form the Superlative Degree of the Adjective <i>Trifling</i> . Example: <i>Trifling</i> is the Positive State; <i>more trifling</i> , the Comparative Degree; <i>most trifling</i> , the Superlative Degree.—All Adjectives of more than one Syllable, are generally compared by the Adverbs <i>More</i> , or <i>Most</i> ; <i>Less</i> , or <i>Least</i> . See page 33.
TRIFLING	An Adjective.
INCIDENTS.	A Substantive plural.

Grammatical Construction. 107

MAN.	A Substantive. Nominative Case, taken in the largest extent, (and may be changed into <i>Mankind</i> ,) therefore it is used without an Article before it. See page 8.
IS	As before, page 102.
NATURALLY	An Adverb of Quality, formed from the Adjective <i>Natural</i> , by the addition of <i>ly</i> . See page 73.
IMPATIENT;	An Adjective.
SO	An Adverb.
THAT,	A Conjunction.
FORGETTING	The Active Participle, formed from the Active irregular Verb, <i>To forget</i> , by adding <i>ting</i> . See page 71.—A Participle is a word derived from a Verb, &c. See page 3 and 69.
HIMSELF	A Reciprocal Pronoun, formed by adding the Substantive <i>Self</i> to the Personal Pronouns in the Objective Case. See page 25.
IN	A Preposition.
THE	The Definite Article.
FIRST	An Adjective *. Page 30.
MOMENTS,	A Substantive plural.
HE	A Personal Pronoun, 3. Per. sing. Masc. Gen. Nom. Case. Page 20.

* *First* is likewise an Adverb; Example; *I thought so at first.*

13

FIRED

A Helping Verb, as page 102.

The Passive Participle of the Regular Verb *To fire*, (or, to be in a passion) formed by adding *d*. See page 71.—The Participle *Fired*, and the Auxiliary Verb *Is*, make a Passive Verb. See page 36. *Is Fired*, is then the Indicative Mode, Present Tense, of the Passive Verb, *To be fired*. Third Person singular, agreeing with the Nominative Case *He*.

AT

A

TRIFLE,

WHICH,

A Preposition.

The Indefinite Article.

Substantive, common, and singular.

A Pronoun Relative, referring to its Antecedent *Trifle*.—Relative Pronouns are words that refer, &c. See page 22, 26, 27.

MAD

122

A Helping Verb.

A Pronoun Personal; third Person singular.

DISREGARDED,

The Participle Passive of the regular Active Verb *To disregard*. *Had disregarded* is the Preter-pluperfect Tense, and Subjunctive Mode, of the Verb *To disregard*; it is the Sub. Mode, because it is conditional; the word *If* is understood. See page 38, 39.

WOULD

WOULD A sign of the Potential Mode, and the conditional form of *will*. See page 38 and 43.

HAVE DIED A Verb. Potential Mode, following the sign *Would*, Preterpluperfect Tense of the regular Neuter Verb *To die*. Singular Number, third Person agreeing with the Nominative Case *Triflē*.

AWAY An Adverb.

OF A Preposition.

ITSELF. A Reciprocal Pronoun, formed by adding *Self* to the Neuter Pronoun *It*. See page 25.

O F E L L I P S I S.

THE omission of a word necessary to the grammatical construction of a sentence, is called ELLIPSIS; as, I beg you will come; for, I beg *that* you will come: I rose at seven; for, I rose at seven *of the clock*. The principal design of Ellipsis, is to avoid repetitions, and to express our ideas in few words.

Almost all compound sentences are more or less elliptical; it is therefore very necessary to attend to this figure, or mode of expression.

E X-

E X A M P L E S;

Wherein the method of supplying the elliptical words, and of analyzing sentences, are pointed out.

The Ellipsis of the Article.

A man, woman, and child; i. e. a man, (*a*) woman, and (*a*) child.

The day and hour; i. e. the day and (*the*) hour.

Ellipsis of the Substantive.

She is a good-natured, diligent, well-behaved child; instead of, *She is a good-natured (child, and a) diligent (child, and a) well-behaved child*.

The Ellipsis of the Adjective.

Much rain and snow; i. e. much rain, and (*much*) snow.

The Ellipsis of the Pronouns Personal and Relative.

I love and fear him; i. e. I love (*him*) and (*I*) fear him.

I have read the book you lent me; i. e. I have read the book (*which*) you lent me.

Ellipsis of the Verb.

I desire to hear and learn; i. e. I desire to hear, and (*I desire*) to learn.

The Ellipsis of the Adverb.

They sing and play most delightfully; i. e. They sing (*most delightfully*), and (*they*) play most delightfully.

She:

She reads and writes well; i. e. She reads (well,) and (she) writes well.

The Ellipsis of the Preposition.

I gave them to your Brother and Sister; i. e. I gave them to your Brother, and (to your) Sister.

Ellipsis of the Conjunction.

I desire you will be good; i. e., I desire (that) you will be good.

Ellipsis of Part of a Sentence.

Nature has given to animals, one time to act, another to rest; i. e. Nature has given to animals, one time to act, (and Nature has given to animals) another (time) to rest.

“ There is nothing men are more deficient in, “ than knowing their own characters.”

“ There is nothing (in which) men are more deficient, than (in) knowing their own characters.

“ A wise and self-understanding man, instead of “ aiming at talents he hath not, will set about cul- “ tivating those he hath.”

A wise (man) and (a) self-understanding man, instead of aiming at talents (which talents) he hath not, (he, referring to man) will set about cultivating those (talents which) he hath.

“ That we may enjoy ourselves, let us be tem- “ perate, chaste, moderate; that we may enjoy one- “ another, let us be benevolent, humane, chari-

“ table »

“ table ; that we may enjoy God, let us be pious,
“ devout, and holy, detesting the vices, and de-
“ spising the vanities of this world.”

That we may enjoy ourselves, let us be tem-
perate, (*that we may enjoy ourselves, let us be*) chaste,
(*and, that we may enjoy ourselves, let us be*) mode-
rate ; that we may enjoy one another, let us be be-
nevolent, (*that we may enjoy one another, let us be*) hu-
mane, (*and, that we may enjoy one another, let us be*) charita-
ble ; that we may enjoy God, let us be pious, (*that we may enjoy God, let us be*) devout,
and (*that we may enjoy God, let us be*) holy, de-
testing the vices, and despising the vanities of this
world.

“ The wise and prudent conquer difficulties,
“ By daring to attempt them, Sloth and Folly
“ Shiver and shrink at sight of toil and danger,
“ And make th’ impossibility they fear.”

The wise (i. e. *men*) and the prudent (i. e. *men*,
they referring to wise and prudent men) conquer
difficulties, by daring to attempt them, (*i. e. diffi-
culties.*) Sloth and Folly (*they*) shiver and (*they*)
shrink at (*the*) sight of toil and (*at the sight of*)
danger, and (*they*) make the impossibility (*which*
impossibility) they (*Sloth and Folly*) fear.

EXERCISES of inelegant and false Construction.

Note. The Figures refer to the Pages wherein the proper Construction is to be found.

ARTICLES.

IT is *an* useful book. page 6
 I will come in *a* hour.
 It is in the form of *a* urn,
 He is *an* Titus in goodness,
 And *a* Alexander for bravery. 7

SUBSTANTIVES or NOUN.

How many *knifes* are in the case? 10
 A number of *loafs*.
 Many *lifes* were lost.
 The *Ladys* gathered the *cherrys*.
 Many *calfs*, many *oxes*. 11
Mans and *womans*.
 There are many *Cherubs* and *Seraphs*.
 The *dies* are against the players.
 The *coiners* have the *dice*.
Gooses are very silly birds.
 The *shovel*, *poker*, and *tong*. 12
 I received no *thank* for it.
Charlottes

<i>Charlotte's</i> book is very neat.	page 13
She read one of <i>Gay's</i> fables.	
The <i>Kings</i> picture.	
To-day's lesson is more difficult than <i>yesterday's</i> , but <i>to-morrows</i> will be more so than either.	13 and 77
She flies on <i>eagle's</i> wings.	14
What <i>are</i> Concord or Agreement?	17
My people <i>does</i> not consider.	
The assembly <i>were</i> very numerous.	
Demoisthenes and Cicero <i>was</i> great orators.	

P R O N O U N S.

It was <i>me</i> who wrote the letter.	19
It was <i>ber</i> who spake, though you took it to be <i>I</i> .	
<i>Her</i> and <i>me</i> will read.	20, and 87
<i>Them</i> and <i>me</i> learn to dance.	19
<i>Them</i> are very good pears.	
I blame <i>they</i> .	
<i>Him</i> commands <i>ye</i> , or <i>tbe</i> .	
I ought to love the friend <i>which</i> has done me a kindness.	22
The person <i>which</i> you sent.	
He praises <i>his-self</i> .	25
We did it <i>our-self</i> .	
I esteem a girl <i>which</i> attends to her learning.	
<i>Thou</i> , and <i>your</i> sister.	26
<i>You</i> and <i>thy</i> family, and all that is <i>thine</i> .	
Dost <i>thou</i> not perceive that all will be <i>yours</i> .	

Your

Your sister came to see *thee*. page 26
 Your memory is good, but *thou* dost not exercise it.

Whom steals my purse.

I that *speak*.

27

The fruits which *is* produced.

That shepherd *which* first taught.

She *whom* is diligent deserves to be rewarded.

Hannibal was one of the greatest generals *which* the world ever saw.

The master *whom* taught us.

The child *who* I saw.

Who bade you to play? *Her*. 27 and 28

Who are diligent? *Us*.

Who are idle? *Them*.

Mr. E _____ taught *she* and *I*.

With *who* do you play?

Do you know with *which* you play?

There is no one *who* I love so well.

You are wiser than *me*.

You love her more than *I*.

That is the King *who* Alexander conquered.

ADJECTIVES.

A *more* wiser man.

30

The *most* strongest thing.

31

The *most* best pen, and the *least* whitest paper.

The

The *lesser* it is, the *worser* it will be. page 31
 The *beautifuleſt* flower. 33

VERBS.

Parents *governs*, and children *obeys*. 40

The bad *prides* themselves in their folly, but
 good minds alone *is* vain of their virtues.

Small *mistakes* *becomes* great by frequent re-
 petition.

I *loves* to be employed.

Whatever you *undertakes*, be emulous to ex-
 cel.

I *wast* in town when you *was*. 41

Thou *ſhall* go.

Is your friends in town?

Observe when the Conſonant *are* doubled. 42

Thou *forgeteſt* all that is taught thee.

He that *forgeteſt* his duty, does wrong.

He *robeth* them of their due.

She *cryeth*, but no one *pityeth*.

I *does* applaud thee.

Indeed I *does* speak truth.

Do she *endeavour* to be good?

Does we walk?

You attend not to your studies as she *do*.

Doth she go to the play to-night?

Will I go out?

Will we walk?

Were I to omit my lesson, I *would* be guilty
 of a fault. 48 and 49

and

Were

Were you to be idle, you *should* be blameable. page 48 and 49

I should be uneasy *was* I, or if *I was*, praised undeservedly. 38

Though he *writes*.

If *I was* to write.

If she *learns* her lesson she will do right. 59

I was never *teached* to do so. 61

She *teached* me to do it.

Children *loves* play. 67 and 68

The streets *is* dirty.

The ladies *has* been walking.

Socrates and Plato *was* wise: 68

They *was* the most eminent philosophers of Greece.

Who ye ignorantly worship, *be* declare I un-
to you.

P A R T I C I P L E S.

She is a *loving* child. 69, 70, and 71

The middle station of life seems to be the most advantageously situated for *gaining* of wisdom. 70

Poverty turns our thoughts upon *supplying* of our wants.

These are the rules of Grammar, by *the ab-*
serving which, you may avoid mistakes.

You are continually *committing* the same faults. 71

I am very desirous *to see* you.

The book was *wrote* for you. page 72

It was *wrote* for your improvement.

She is *instructing* *we*.

He was admonishing *they*.

I was *arose* when you called. 89

I have *began* to write. 90

I *beseeched* her to hear me.

The wind *blowed* it about.

It was *broke* by the wind.

We have *chose* some good books. 91

She *come* yesterday to see me.

I *dared* not to go in the air. 65 and 91

The ground was *dug* up.

The coach was *drawed* by four horses. 92

It was *drove* away.

I *drunk* wine some time ago, but I have not *drank* it lately.

I have *ate* enough.

She has *fell* down stairs.

When the child saw the dog, she *flew* away.

The bird *fled* from the cat.

She was *forsook* by all her acquaintance.

The water is almost *froze*.

The ship was *fraught*. 93

I have *got* a good pen.

She has *got* one.

Have you *got* any thing for me?

I have *gave* away many of them.

I would have *went* to see her.

I have *went* there often.

Are

Are the knives *grinded*? page 93
My tree is *growed* very much.
A man was *hung* yesterday for a robbery.
The coat is *banged* up.
The room is *banged* with green paper.
The man *bove* his load on his shoulders.
My book was *bided* behind the harpsichord? 94
I *knowed* that.
Are the candles *lit*? No, but the fire is *lit*.
Where did you *lay* last night? 95
Lie the paper on the table.
I *rung* the bell. 96
The bells were *rang* all day.
Were you *rose* when I called?
I have *rose* early all the week.
Who was it that *ran*?
Louisa and Charlotte *run*.
At least they *sayed* so.
I have *saw* many.
Who *fit* these words to *music*?
The house was *shook* by the wind.
The sheep were *shore*. 97
I have *shewed* her often how to do it.
I never was *showed* it myself.
Is the muslin *shrank* by washing?
It *shrank* very much.
Could she have *sang* the song?
Miss C—— *sung* it very well.
They *funk* one ship, and one was *sank* before.

Pray

Q Pray set in that chair? page 97

I set in it before. viii

How many men were slain in battle? A

One man stunk away. viii

Some were smote with the sword. viii

The flower-seeds were sown in that garden-pot. 98

When you have sown the seam, if it is well sown, you shall go and sow the flower-seeds. viii

Q I have spoke to you very often. viii

I have spended all my money. viii

Q It sprung up, but did not take deep root. viii

All the fruit is stole out of the garden. viii

The bee stung me very much. viii

My sister also was stung by it. viii

They have strove to do well. 99

The bird-seeds were strewed all over the room. viii

They could not believe his word, therefore he was sworn, (i. e. made to take his oath.) viii

How prettily the fish swum. viii

Q My book is took out of its place. viii

Your book is sore. viii

That man has strove very much. viii

If you had trod in the right path. viii

My hat is wore out. viii

My exercises are not well writ, because I do not hold my pen well. 72 and 100

A D V E R B S.

Bad *speling* is a proof of *carelessness*. page 73

How *distresful* is such a situation!

Write more *full-ly* on the subject.

Extreme unwilling. 77 and 78

Act *suitable* to your station.

Your sister has done *excellent* well, and you only *indifferent* well.

Grammar teaches us to speak *proper*.

Rhetoric instructs us to speak *elegant*.

I cannot eat *none*.

She cannot read *no* more.

She is wiser than *him*.

Maria is not so tall as *me*.

He is greater than *me*.

She loves her better than *I*.

She speaks to *I*, not to *she*.

P R E P O S I T I O N S.

That is a book which I am much pleased with.

Whom shall I give it *to*?

Who do you speak *of*?

They have not sent the book I wanted; I am quite disappointed *in* it.

I have read it, and am disappointed *of* it.

He values himself *by* it.

You have bestowed your favours *to* very worthy persons.

It fell *into* their notice or cognizance. page 84

She is engaged *into* a quarrel.

She was restored *into* favour.

She accused her companion *for* having betrayed her.

Nothing shall make me swerve *out of* the path of goodness.

I will *not* dissent *with* her.

Is it a diminution *to*, or a derogation *of* their judgment?

I am averse *to* this, I have an aversion *towards* it.

CONJUNCTIONS.

Neither the one, *or* the other. 87

Neither riches, *or* honour.

So white *as* snow.

I am so busy, *as* I cannot answer you.

Neither in this room, *neither* in the other.

It is so clear, *as* I need not explain it.

This is not near as large *as* that.

She and me will read together.

She taught be and me to read.

Titus, than who no prince was more beloved,
succeeded his father. 88

If there is any thing that makes human nature appear ridiculous, *it is pride.*

MAXIMS and REFLECTIONS,

BY WAY OF

EXERCISES.

REPEATED imitation insinuates itself into the manners.

Most Arts require long study and application, but the most useful Art of all, that of pleasing, requires only the desire.

We may be as good as we please, if we please to be good.

Those generally talk most who have least to say.

If you think twice before you speak once, you will speak twice the better for it.

Omission of good is a commission of evil.

Ill habits are more easily conquered to-day than to-morrow.

Awkwardness is a more real disadvantage than it is generally thought to be; it often occasions ridicule, it always lessens dignity.

We should never despise people for want of natural parts, but for making a wrong use of them.

Generosity is an essential virtue: the soul grows narrow and confined when we are thinking only of Economy; we must know how to spend, and how to give.

Take care that Learning does not make you positive or pedantic; the more people really know, the less they affect to shew it.

Improper reading is the ruin of young minds: forbidden books ought to be considered in the light of evil company.

Well chosen books are our best friends: we find them always ready when we want them; and when judiciously chosen they always speak the truth to us.

You must not expect to find Study always agreeable: like the Rose, it has its beauties, but is not without its thorns.

The beginning of every Science is difficult; and nothing but assiduity and labour will enable you to taste the pleasures of it.

A moderate understanding, with diligent and well-directed application, will go much farther than a more lively genius, if attended with that impatience and inattention, which too often accompanies quick parts.

Inattention to the present business, be it what it will; the doing one thing, and thinking at the same time of another; or the attempting to do two things at

at once; are the *never-failing** signs of a little frivolous mind.

LOVE of LEARNING.

The sophist Lucius, being come to Rome, one day met the Emperor Marcus Aurelius, and asked him where he was going? “I am going,” replied that prince, “to hear the lessons of the philosopher ‘Sextus.’” Lucius, astonished, lifted up his hands to signify his surprize. “There is nothing in this ‘that ought † to astonish you,” replied Marcus Aurelius; “it is not a disgrace at any age to ‘learn what one does not know.’”

It is a hard thing for a man to say, *I don't know*; it hurts his pride: but should not the *pretending he does*, hurt it much more?

To be well acquainted with one's native language is nothing to boast of; but not to be well acquainted with it, is a great disgrace.

* *Never-failing* is a compound word, (an Adjective) made of the Adverb *never*, and the Active Participle of the Verb *to fail*.

† *Ought*, a Defective Verb; See page 67. *Ought* is sometimes a Substantive: Example; *For ought I know*; i. e., for any thing that I know. It is chiefly used in Poetry. Example;

“But of this be sure,

“To do ought good never will be our task.”

MILTON.

was
nglesb

126 Maxims and Reflections.

Instead of looking down with contempt on the crooked in mind or in body, we should thankfully look up to God who hath made us better.

It was a good method observed by Socrates; when he found in himself any disposition to anger, he would check it by speaking *low*, in opposition to the motions of his displeasure.

A good man shines amiably through all the obscurity of his low fortune; and a wicked man is a poor little wretch in the midst of all his grandeur.

Familiar conversation ought to be the school of learning and good breeding. We ought to make masters of our friends, seasoning the pleasure of converse with the profit of instruction.

Good-nature is the very air of a good mind, the sign of a generous soul, and the peculiar soil in which virtue prospers.

Pythagoras used to say, that those who reproved us, were greater friends to us, than those who flattered us.

There is but one solid *Pleasure* in life; and that is our *DUTY*. How miserable then, how unwise, how unpardonable are they, who make that one a *Pain*!

There is nothing so delightful, says Plato, as the hearing, or the speaking of truth. For this reason there is no conversation so agreeable as that of the person of integrity, who hears without any design

design to betray, and speaks without any intention to deceive.

Nothing appears so low and mean, as lying and dissimulation ; and it is observable, that only weak animals endeavour to supply by craft, the defects of strength, which nature has not given them.

There never was a hypocrite so disguised, but he had some mark or other still by which he might be known.

There are lying looks, as well as lying words ; dissembling smiles, deceiving signs, and even a lying silence.

In the morning think what thou hast to do ; and, at night, ask thyself what thou hast done.

Avoid, as much as you can, the company of all vicious persons whatsoever ; for no vice is alone, and all are infectious.

Never triumph over any person's imperfections ; but consider, if the party taxed for his deficiency in some things, may not likewise be praised for his proficiency in others.

No people have more faults than they that pretend to have none.

The ordinary manner of spending their time, is the only way of judging of people's inclination and genius.

It was a memorable practice of Vespasian, throughout the whole course of his life, that he

called himself to an account every night for the actions of the past day ; and, as often as he found he had passed any one day without some good, he entered upon his Diary this memorial, “ I have lost a day.”

It is a sure method of obliging in conversation, to shew a pleasure in giving attention.

Pride and Vanity, the vices opposite to Humility, are the sources of almost all the worst faults, both of men and women.

Pride and ill-nature will be hated in spite of all the wealth and greatness in the world : Civility is always safe ; but Pride creates us enemies.

As the elegance of dress adds grace to beauty itself, so delicacy in behaviour is the ornament of the most beautiful mind.

Is there a word that will offend ? Is there a tale thy companion chuseth not to hear ? Avoid it in thy discourse ; so shall she honour thy prudence, and applaud thy good-nature.

The surest sign of a noble disposition, is to have no Envy in one's nature.

Emulation is a noble passion, as it strives to excel by raising itself, and not by depressing another. It is a sure method of obliging in company.

Let that courtesy distinguish your demeanour, that springs not so much from studied politeness, as from a mild and gentle heart.

Let

Let your conduct be the result of deliberation, never of impatience. Speaking impatiently to servants, or any thing that betrays inattention or ill-humour, is criminal.

Ancient Lacedemon affords an admirable instruction for subduing our passions. Certain occupations were appointed for each sex, for every hour, and for every season of life.

In a life always active, the passions have no opportunity to deceive, seduce, or corrupt. Industry is an excellent guard to virtue.

Diligence, industry, and proper improvements of time, are material duties of the young: to no purpose are they endowed with the best abilities, if they want activity for exerting them.

Let it be remembered, that none can be disciples of the Graces, but in the school of Virtue; and that those who wish to be lovely, must learn early to be good.

To be masters of ourselves and habits, it is indispensably necessary, that our Thoughts be good and regular, which is effected by good converse, either with Books or Persons: hence we may know ourselves, and adopt particular remedies to our weakness; for there is nothing impossible, that is necessary to the accomplishment of our happiness.

The prying Eye is a foe to itself, and the listening Ear will hear itself slandered. Art thou inquisitive
after

after deeds of scandal and reproof, enquire of thyself, and thou wilt find employment within.

Before thou openest thy lips to speak, reflect whether thou knowest the truth of what thou art about to say, or understandest the matter thereof; else thou mayst be detected in a falsehood, and thy assertions may be an impeachment to thy understanding.

Let thy promises be few, and such as thou canst perform; lest thou art reduced to break thy word, and it be hereafter reckoned of no account.

True philosophy, says Plato, consists more in Fidelity, Constancy, Justice, Sincerity, and in the Love of our Duty, than in a great capacity.

Wealth and titles are only the gifts of Fortune; but peace and content are the peculiar endowments of a *well-disposed* mind: a mind that can bear Affliction without a murmur, and the weight of a plentiful Fortune without vain-glory; that can be familiar without meanness, and reserved without pride.

Vicious habits are so great a stain to human nature, and so odious in themselves, that every person, actuated by right reason, would avoid them, though he was sure they would be always concealed both from God and men, and had no future punishment entailed upon them.

"Tis observed, that the most censorious, are generally the least judicious; who, having nothing to recommend

recommend themselves, will be finding fault with others. No man envies the *merit* of another, that has any of his own.

Ill-nature is a contradiction to the laws of Providence, and the interest of mankind; a punishment no less than a *fault* to those that have it.

It is usual with obstinate persons to regard neither truth in contradicting, nor benefit in disputing. Positiveness is a certain evidence of a weak judgment.

It is a good rule for every one who has a competency of fortune, to lay aside a certain proportion of his income for pious and charitable uses; he will then always give easily and chearfully.

Be always at leisure to do good; never make business an excuse to decline the offices of humanity.

It was a saying of Pliny, that he esteemed him the best good man, that forgave others, as if he were every day faulty himself; and who abstained from faults, as if he pardoned no-body.

Henry III. of France, asking those about him, one day, What it was that the Duke of Guise did to charm and allure every one's heart? received this answer: Sir, the Duke de Guise does good to every body without exception, either directly by himself, or indirectly by his recommendations: he is civil, courteous, liberal; has always some *good* to say of every-body, but never speaks *ill* of any; and

and hence the reason he reigns in men's hearts, as absolutely, as your Majesty does in your kingdom.

Caligula made himself ridiculous by the softness and fantasticalness of his habit; and *Augustus* was as much admired for the modesty and gravity of his.

Small transgressions become great by frequent repetition; as small expences, multiplied, insensibly waste a large revenue.

Whatever you dislike in another person, take care to correct in yourself, by the gentle reproof of a better practice.

In the morning, think what thou hast to do; and, at night, ask thyself what thou hast done.

An idle body is a kind of monster in the creation: all nature is busy about him. How wretched is it to hear people complain, that the day hangs heavy upon them; that they do not know what to do with themselves! How monstrous are such expressions among creatures who can apply themselves to the duties of religion and meditation; to the reading of useful books; who may exercise themselves in the pursuits of knowledge and virtue, and every hour of their lives make themselves wiser and better than they were before!

Epaminondas, prince of Thebes, had such hatred to idleness, that, finding one of his captains asleep in the day-time, he slew him; for which act, being reproved

reproved by his nobles, he replied, *I left him as I found him*; comparing *idle* men to *dead* men.

Let the enlargement of your knowledge be one constant view and design in life; since there is no time, or place, no transactions, occurrences, or engagements in life, which exclude us from this method of improving the mind.

Endeavour to derive some instruction or improvement from every thing which you see, or hear, or which occurs in human life.

You may learn some useful lessons from the birds, and the beasts, and even from the meanest insect. Read the Wisdom of God, and his admirable contrivance in them all: read his Almighty Power, his rich and various goodness in all his works.

From the day and the night, the hours and the flying minutes, learn a wise improvement of time, and be watchful to seize every opportunity to increase in knowledge.

From the vicissitudes and revolutions of nations and families, and from the various occurrences of the world, learn the instability of mortal affairs, the uncertainty of life, the certainty of death.

From the vices and follies of others, observe what is hateful in them; consider how such a practice looks in another person, and remember that it looks as ill or worse in yourself.—From the virtues of others, learn something worthy of your imitation.

logiacon

From

From the deformity, the distress, or calamity of others, derive lessons of thankfulness to God, and hymns of grateful praise to your Creator, Governor, and Benefactor, who has formed you in a better mould, and guarded you from those evils. Learn also contentment in your own state, and compassion to your neighbour under his miseries.

From your natural powers, sensations, judgment, memory, hands, &c. make this inference, that they were not given you for nothing, but for some useful employment to the honour of your Maker, and for the good of your fellow-creatures, as well as for your own best interest and final happiness.

From the sorrows, the pains, the sicknesses, and sufferings that attend you, learn the evil of sin, and the imperfection of your present state. From your own sins and follies learn the patience of God towards you, and the practice of humility towards God and man.

Thus from every appearance in nature, and from every occurrence of life, you may derive *natural, moral, and religious observations* to entertain your minds, as well as rules of conduct in the affairs relating to this life, and that which is to come.

Quintilian, after having noted the different characters of the mind in children, draws, in a few words, the image of what he judged to be a perfect Scholar; and certainly it is a very amiable one: "For my part," says he, "I like a child who is encouraged

encouraged by commendation, is animated by a sense of glory, and weeps when he is outdone. A noble emulation will always keep him in exercise, a reprimand will touch him to the quick, and honour will serve instead of a spur. We need not fear that such a scholar will ever give himself up to dullness."

How great a value soever Quintilian sets upon the talents of the mind, he esteems those of the heart far beyond them, and looks upon the former as of no value without the latter.

In the same chapter, he declares, he should never have a good opinion of a child, who placed his study in occasioning laughter, by mimicking the behaviour, mien, and faults of others; and he gives an admirable reason for it: "A child," says he, "cannot be truly ingenious, unless he be good and virtuous; otherwise, I should rather choose to have him dull and heavy, than of a bad disposition."

If Good we plant not, Vice will fill the mind,
And weeds despoil the space for flow'rs designed.
The human heart ne'er knows a state of rest;
Bad tends to worse, and better leads to best:
We either gain or lose, we sink or rise,
Nor rests our struggling nature till she dies.

F I N I S.



2. I. M. I. B.

